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ABSTRACT

This publication summarizes an invitational symposium which was convened for the purpose of producing a coalition of educators committed to incorporating the concept of information literacy into the K-12 curriculum as well as into teacher preparation programs. Introductory materials provide an overview of the goals of the symposium and identify five topics as keys to enhancing the capacity of Americans to master the information complexities of the 21st century: (1) a change in the way teachers teach; (2) a change in the way schools are administered; (3) a change in the way teachers are educated; (4) a change in the way schools are funded; and (5) a change in the way school library media programs are organized and implemented. A description of the process leading up to the symposium lists background readings; summarizes the agenda and activities at the opening and plenary sessions; and outlines the role of the five focus groups, one for each of the key issues. A list of the final recommendations for action on each of the key issues is also provided. The proceedings feature remarks and/or discussions led by Wanda L. Forbes (National Commission on Libraries and Information Science Commissioner), Francis C. Keppel (Graduate School of Education, Harvard University), and Lawrence E. Susskind (Senior Consultant, Endispute, Inc.) at the two general sessions. Six appendixes contain the initial recommendations from the five focus groups and lists of participants in the symposium, the organizations invited, the group facilitators, the group leaders, and the group recorders. (MAB)

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Information Literacy and Education for the 21st Century

Toward an Agenda for Action

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14–16 April 1989
Leesburg, Virginia

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A Symposium sponsored by the
U.S. National Commission on Libraries and Information Science
and the
American Association of School Librarians, a division of the American Library Association

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INFORMATION LITERACY AND EDUCATION FOR THE 21st CENTURY

A Symposium

INFORMATION LITERACY AND EDUCATION FOR THE 21st CENTURY

TOWARD AN AGENDA FOR ACTION

A Symposium sponsored by the
U.S. National Commission on Libraries and Information Science
and
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a division of the American Library Association

14 – 16 April 1989
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IN MEMORIAM

FRANCIS KEPPEL
April 16, 1916 – February 19, 1990

Contents

Foreword xi

Introduction xiii

The Process 3
  Final Recommendations for Action 6

The Proceedings 17

Appendixes

A Initial Recommendations 78

B Participants in the Symposium 87

C Organizations invited 91

D Group Facilitators 92

E Group Leaders 93

F Group Recorders 94

"What is called for is...a restructuring of the learning process. Textbooks, workbooks, and lectures must yield to a learning process ased on the information resources availale for learning and problem solving throughout people's lifetimes--to learning experiences that build a lifelong habit of library use. Such a learning process would actively involve students in the process of

- Knowing when they have a need for information
- Identifying information needed to address a given problem or issue
- Finding needed information
- Evaluating the information
- Organizing the information
- Using the information effectively to address the problem or issue at hand.

Such a restructuring of the learning process will not only enhance the critical thinking skills of students but will also empower them for lifelong learning and the effective performance of professional and civic responsibilities."

Report of the American Library Association
Presidential Committee on Information Literacy

FOREWORD

This publication summarizes the successful symposium on "Information Literacy and Education for the 21st Century: Toward an Agenda for Action," held in Leesburg, Virginia, April 14-16, 1989.

The symposium was jointly developed by the U.S. National Commission on Libraries and Information Science (NCLIS) and the American Association of School Librarians (AASL), a division of the American Library Association, for the purpose of producing a coalition of educators committed to incorporating the concept of information literacy into the K-12 curriculum as well as into teacher preparation programs. By the close of the symposium, the participants would draft an agenda of strategies that, if implemented, would result in students who would be information literate.

It is not possible to capture the electricity, the enthusiasm, the energy generated during the span of the Symposium. You would have to had been there. We hope some of this spirit does come through in the Proceedings.

NCLIS and AASL are grateful to all of the organizational representatives who participated in the deliberations. The agenda for action that resulted will produce students who are information literate and thereby are prepared to take charge of their lifelong learning.

These proceedings will be disseminated widely. It is our intent to encourage comprehensive consideration of the recommendations included in the action agenda.

We urge every reader to review these proceedings and take action with your constituents, community, and policymakers in areas as appropriate concern.

Charles E. Reid
Chairman
U.S. National Commission on
Libraries and Information Science

Retta B. Patrick

Retta Patrick
President
American Association of
School Librarians

April 1990

INTRODUCTION

Nationwide reform of elementary and secondary education continues in an effort to improve the effectiveness of American schools. The dialogue concerning education reform has produced numerous recommendations for far-reaching changes in our approach to education, but no clear consensus. Proposals for change focus on revisions in curricula, teacher preparation and licensing, school finance, and administration of school programs.

It is relatively easy to agree that providing quality education for our children is requisite for our nation to be a productive, economically competitive, culturally vital, strong society. Defining "quality education" is more complex. The difficulty in predicting the demands that life in the next century will place upon our students complicates the debate.

However, certain predictions can be made with some assurance. Reading will continue to provide the fundamental basis for learning. Students must be able to select and read printed materials with competence and pleasure, to reach for more complex levels of expression and comprehension, and to evaluate these experiences critically. In addition, it is reasonable to predict that technology will continue to advance at an ever-increasing rate. These advances in technology and the resulting information explosion will continue to influence a society that is constantly changing. If we accept these predictions, we can agree that our education system must produce a literate populace able to adapt to change.

According to a special report that appeared in the September 19, 1988 issue of **BusinessWeek**, "The nation's ability to compete is threatened by inadequate investment in our most important resource--people. Put simply, too many workers lack the skills to perform more demanding jobs. And as the economy comes to depend more and more on women and minorities, we face a massive job of education--starting before kindergarten." This assessment offers both challenges and opportunities for the education community in general and the library media profession in particular. As the concern of the nation turns toward improving our education system, library media specialists have the opportunity to work with other members of the education community to bring about a significant change in the way teachers teach and students learn.

The U.S. National Commission on Libraries and Information Science (NCLIS) and the American Association of School Librarians (AASL)--a division of the American Library Association--have maintained an ongoing discussion addressing the role that libraries should play in this educational process. The members of both NCLIS and AASL believe the ability to access and effectively use information throughout one's life will be an essential ability of a literate person in the twenty-first century. Further, they believe the ability to locate, to understand, to evaluate, and to use information correlates closely with an individual's ability to succeed. They also believe that our nation's schools must recognize information literacy as an essential skill and strive to develop an information literate society.

Given the ever-increasing rate of change within our society, schools can no longer teach simply a body of knowledge. Information is increasing too rapidly. For students to be successful in society and to be contributing members of our democratic society, they must be information literate: they must know how to find, analyze, synthesize, evaluate, and communicate information and ideas.

Educators must consider whether students have access to the information they need. Are students being adequately prepared to find, evaluate, analyze and synthesize the data they will need to function in this rapidly changing world? Consensus can be reached on the importance of developing in students the abilities to think creatively and critically and the importance of learning throughout one's life; and yet, are students being exposed to literature activities that stress the joy of reading as learning as well as the skills?

NCLIS and AASL believe library media specialists, working with other educators, can develop a new vision for education in which a partnership is created to help students learn.

The commitment of NCLIS and AASL to this objective was demonstrated in 1985, through the publication of a position paper entitled "Educating Students to Think: The Role of the School Library Media Program." The paper, commissioned by NCLIS and published by AASL, has been widely distributed within the library community. It focuses on the importance of helping students

> "...learn how to identify needed information, locate and organize it, and present it in a clear and persuasive manner. This objective should be realized in part through academic courses and in part through school library media centers, which provide a special opportunity for students to develop research and self-study skills and to build capacities for lifelong learning."

In light of the need to further discussion of this important issue within the broader education community, NCLIS and AASL convened an invitational symposium of leading individuals from the areas of school administration, higher education, K-12 public and private schools, the school library media field, Congressional staff, as well as other key individuals in positions of influence in the area of education policy.

The conference was meant to create a new vision for education--a vision to be shared by all members of the education community. This vision would require fundamental changes in:

the way teachers teach;
the way schools are administered;
the way teachers are educated;
the way schools are funded; and
the way school library media programs are organized and implemented.

The vision cannot be implemented by any one group working alone. It will require cooperation, the coordination of activities, and the commitment of individuals in all areas of education and education policy making. Library media specialists, as information professionals, can and should provide the guidance and expertise to help make this vision a reality.

THE PROCESS

THE PROCESS

The U.S. National Commission on Libraries and Information Science and the American Association of School Librarians, a division of the American Library Association, invited leading organizations of America's teachers, educators, and librarians to send representatives to a symposium to be convened April 14–16, 1989 in Leesburg, Virginia. The symposium, "Information Literacy and Education for the 21st Century: Toward an Agenda for Action," had several goals:

- to focus national attention on information literacy and its importance to education reform;
- to produce an agenda for action with recommendations for incorporating information literacy into the K–12 curricula;
- to develop a coalition of educational organizations and others concerned with education committed to incorporating the concept of information literacy within teacher education programs; and
- to build a coalition of educational organizations and those concerned with education that would form a critical mass necessary to promote and encourage implementation of the recommendations from the action agenda.

Representatives selected by their organization were sent the following background readings to assist in developing a framework for deliberations during the Symposium:

"Human Capital: The Decline of America's Work Force. A Special Report. **BusinessWeek**, September 19, 1988, p.100–121.

"Educating Students to Think: The Role of the School Library Media Program." A Special Issue. **School Library Media Quarterly** 15, no.1:17–48 (1986).

"NCLIS Adopts Statement on Library and Information Skills in Elementary and Secondary Education." Press release. January 18, 1984.

Kuhlthau, Carol Collier. "Information Skills for an Information Society." **ERIC DIGEST.** Syracuse, NY: ERIC Clearinghouse on Information Resources, 1987.

"Final Report of the American Library Association Presidential Committee on Information Literacy." Chicago: American Library Association, 1988.

The Symposium was divided into three phases. Friday evening was used to establish a framework for conference inquiry and discussion. Francis C. Keppel, Senior Lecturer at the Graduate School of Education at Harvard University and former U.S. Commissioner of Education, challenged the participants to face the needs of those who will be our leaders in the twenty-first century, and to prepare them for a future sure to be characterized by change, complexity, and information overload.

Dr. Lawrence E. Susskind, Professor of Urban Studies and Planning at the Massachusetts Institute of Technology and Senior Consultant at ENDISPUTE, Inc., was the facilitator for this session and the remainder of the Symposium.

Saturday, during **Phase Two,** the Symposium participants were divided into Focus Groups, each concentrating on one of the five topics identified as key to enhancing the capacity of Americans to master the information complexities of the 21st century. The five topics were:

- The way teachers are educated;
- The way teachers teach;
- The way schools are administered;
- The way schools are funded; and
- The way school library media programs are organized and implemented.

Each Focus Group was asked to produce a one-to-three page draft of recommendations for action. Group leaders and group recorders were assigned to each of the Focus Groups to guide the discussions and to assure that the work resulted in sets of specific recommendations. The leaders and recorders stayed with their focus group topic throughout Saturday, while the participants moved from Focus Group to Focus Group.

At the start of the first Focus Group meetings, participants simultaneously viewed the twenty minute "Information Power: The Video" in the five breakout rooms. This videotape visually interprets the concepts presented in **Information Power: Guidelines for School Library Media Programs** by showing outstanding nation-wide school library media programs that are integrated into the school curriculum. The videotape is one in a series on school renewal featuring John Goodlad, Director of the Center for Educational Renewal, University of Washington.

The Focus Groups then discussed some of the subjects covered by Dr. Keppel and participants during the Friday night session after which they began drafting a preliminary action agenda concentrating on their assigned topic. Following a break, participants changed to a second Focus Group where they worked on amplifying, clarifying and enhancing the draft left by the group preceding them. This second group continued the development of a list of clear, concrete, achievable recommendations.

Saturday night, all five sets of Focus Group recommendations were distributed to all participants (See Appendix A). Each person was asked to indicate, for each recommendation, whether he or she would judge it to be High (H), Medium (M), or Low (L) priority strategy for achieving greater information literacy in America. These individual rankings would be used to facilitate subsequent group decision-making. Participants were also asked to note which recommendations were already being implemented by the organization they represented.

Phase Three, on Sunday morning, was a plenary session devoted to establishing overall priorities. Participants were grouped according to organizational affiliation and asked to set priorities among the one hundred and ten separate recommendations generated Saturday in the five Focus Groups. After a period for organization caucusing, each organization was polled to determine its THREE highest priority recommendations for action. A composite list was made of these selections.

Each of the thirty top organizational priorities on the composite list was discussed in turn. Comments by participants, for or against each action item, were limited to three minutes. Another poll was conducted among the organizations to determine which ONE recommendation from those on the composite list they would rank the highest. This activity produced a list of eighteen top priority recommendations.

At this point, participants voiced the desire to stay with the original list of thirty recommendations and adopted the full list by consensus vote. This list became the final work product of the Symposium.

The list of recommendations that follow, therefore, represents a carefully considered set of proposals aimed at achieving a restructuring of the learning process and an information literate society. Plenary session participants agreed that a preliminary Report should be sent immediately to all organizations whose representatives were invited to the Symposium, and that all organizations should be asked to endorse these Recommendations For Action and to join a Coalition to implement them.

FINAL RECOMMENDATIONS FOR ACTION

PREAMBLE

A philosophical commitment must be made to Information Literacy as a new principle of learning by teachers, school administrators, library media specialists, teacher educators, educational researchers, and other educational institutions.

All citizens must have equal access to information, both within the school and beyond the school's collections, in order to assure equity.

Just as our nation provides entitlement to all persons in nutrition, health, survivors' assistance and other services, the nation must offer an entitlement to Information Literacy, at least through the level of high school graduation, both for our youth and for adults who have not attained or do not maintain that level of knowledge and skills.

Such a new commitment will require systemic change--a reconceptualization of education.

A. RECOMMENDATIONS FOR CHANGE IN THE WAY TEACHERS ARE EDUCATED

1. Design teacher education programs--both pre-service and in-service--that are models of Information Literacy.

2. Stress in-service training, and work with State Departments of Education to reinforce this process.

3. Recognize and reinforce the value of field experience. Select supervising teachers carefully. Emphasize the responsibility of teacher education institutions and host schools to provide a high quality learning experience for teachers in training.

4. Strengthen teamwork skills by providing incentives, support, and time for information professionals to continue to learn.

5. Encourage collaboration among teachers in the disciplines, school media people, and higher education institutions in order to support teamwork and integrated curricula in every school. Model this in teacher education, and reinforce it through in-service training.

6. Reform the curriculum in schools in order to create environments that make students the center of the learning process.

7. Analyze national standards and studies of educational reform to identify and reinforce Information Literacy components.

B. RECOMMENDATIONS FOR CHANGE IN THE WAY TEACHERS TEACH

1. Engage the total school community in redefining, redesigning and reaffirming the school's mission relative to Information Literacy. School library media specialists must be leaders in this process.

2. Develop "ideal" Information Literacy management guidelines through the American Association of School Librarians, in collaboration with representatives from other associations. Translate these guidelines into specific units for each discipline or area of the school curriculum.

3. Expand in-service opportunities so that teachers, school library media specialists, administrators, parents and other school community members are more aware of and better understand Information Literacy and the role of the school library media specialist.

4. Develop video tapes that communicate the Information Literacy story to each area or discipline. These should be showcase pieces from around the country that encourage teachers to value this approach and incorporate it in their work, and excite parents about the possibilities for Information Literacy in their school.

5. Promote Information Literacy and school library media center-related activities, through such techniques as state and national presentations, journal articles, posters, brochures, and new materials for classroom teachers.

C. RECOMMENDATIONS FOR CHANGE IN THE WAY SCHOOLS ARE ADMINISTERED

Encourage School Superintendents to:

1. Create a vision of Information Literacy in the schools and incorporate that concept into school system and school building mission statements.

    - Demonstrate persistence and personal commitment to Information Literacy through continuing staff development.

    - Create awareness of the need for change by visiting schools; reading; encouraging on-going dialogues; building possible scenarios for the future.

2. Reach out to the local community to implement Information Literacy:

    - Sell the vision of Information Literacy to key constituencies--including parents, school committees, employers, service agencies, and others.

    - Insure that students have access to learning resources beyond school walls, throughout the community.

- Involve the business community in implementing Information Literacy.

- Insist that schools participate actively in automated networks and resource sharing.

- Make school learning resources available beyond normal school hours, and encourage appropriate access to academic and public libraries.

3. Develop new ways of assessing learning outcomes:

   - Establish a school structure that fosters the development of resource-based learning.

   - Articulate what students should be able to do when they graduate.

   - Revise assessment and testing criteria so they match expectations of what students should be able to do, focusing on evidence of learning such as projects, portfolios, demonstrations, etc.

4. Build motivation for Information Literacy activities and teaching:

   - Offer incentives such as:

     a. providing public recognition and rewards;
     b. helping teachers understand how they can benefit;
     c. rewarding and protecting risk-takers at all levels.

   - Insist that school library media specialists serve on all restructuring and curriculum committees.

   - Encourage a common planning period for all school library media specialists and teachers.

   - Evaluate teachers' use of learning resources regularly.

   - Encourage site-based shared decision-making.

5. Expand awareness of the benefits of resource-based learning through continuing education workshops, seminars and other meetings of national, regional and state associations of school administrators.

D. RECOMMENDATIONS FOR CHANGE IN THE WAY SCHOOLS ARE FUNDED

1. Articulate the proposed restructuring as part of budget policy. Identify specific funding for Information Literacy efforts at all levels of the education system--teacher education, teacher training, school teacher and school library media specialist programs, administration, equipment andsupplies, student transportation, etc.

2. Focus on staff development, demonstration or model projects, and research at the local level. Give special attention to cooperative ventures between academic, public, special and school libraries.

E. RECOMMENDATIONS FOR CHANGE IN SCHOOL LIBRARY MEDIA PROGRAMS

1. Establish accountability for developing students' abilities to use information.

2. Change standardized achievement tests (SAT, ACT) so that higher-order thinking skills are included.

3. Change regional accrediting standards to include requirements for instructional programs and curricula that:

   - Develop students' abilities to use information;

   - Integrate school library media personnel into the instructional process;

   - Broaden the scope and range of resources.

4. Change standards for teacher education and certification through work with State education agencies, AACTE and NCATE. Require teachers to demonstrate competency in helping students develop their abilities to use information.

5. Improve assessment of Information Literacy programs by encouraging the National Center for Education Statistics and professional associations such as AASL and AECT to develop instruments to measure the quality of these programs.

6. Conduct research to measure the impact of school library media programs on teaching and learning.

7. Implement Information Literacy programs through an interdisciplinary process across curricula that stimulates creativity and encourages active learning.

   - Encourage major textbook publishers and other developers of instructional materials and software to incorporate resource-based learning in their products.

- Develop a process to include school library media personnel in curriculum planning through collaboration between AASL and the content-related professional organizations. Prepare curriculum guidelines which develop students' abilities to use information.

F. ADDITIONAL RECOMMENDATIONS FOR ACTION

1. Encourage organizations represented at this Conference to join the National Forum for Information Literacy.

2. Encourage associations of school administrators to offer continuing education workshops, seminars, etc. on resource-based learning.

3. Encourage school administrators' associations to:

   - Identify administrators who have successfully implemented resource-based learning programs.

   - Encourage replication of these programs.

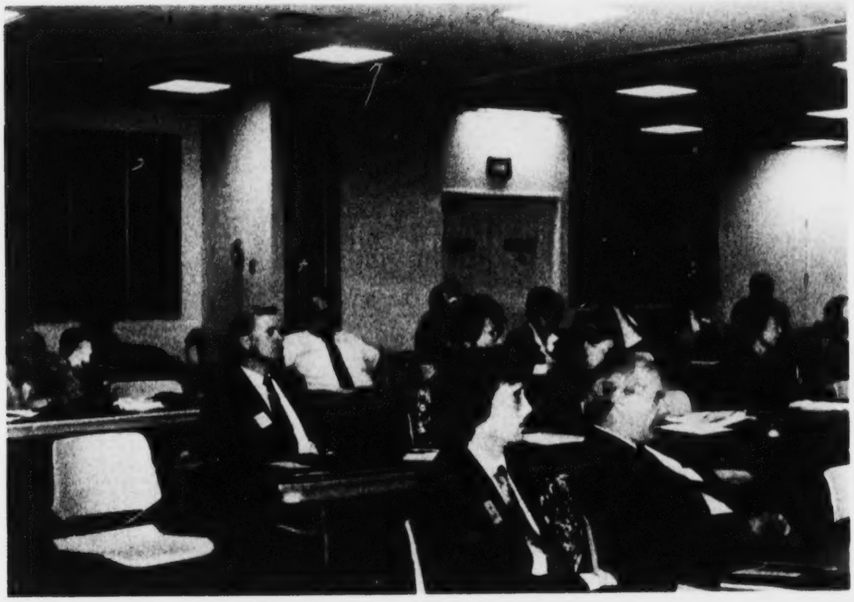
   - Disseminate information about these programs.

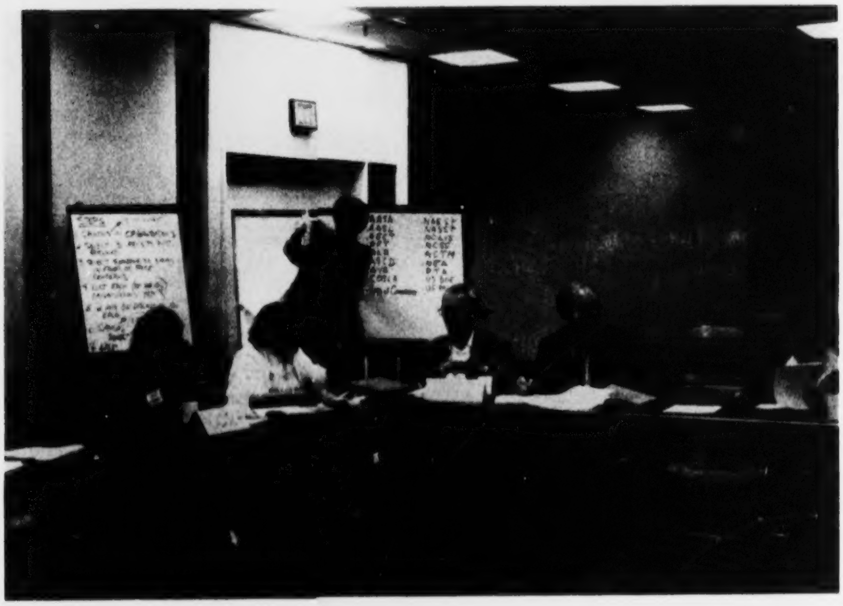
   - Establish research and demonstration programs.

4. Encourage regional accreditation associations to reassess evaluation criteria for school library media, staffing and use.

5. Redesign education programs that prepare administrators to include information on resource-based learning in the curriculum, and that the accrediting agencies reflect this requirement in their criteria.

6. Call upon library organizations such as the American Association of School Librarians to provide on-going information about successful resource-based learning programs to the education community.





THE PROCEEDINGS

PROCEEDINGS

EDWARDS: Good evening, ladies and gentlemen. Welcome to the opening session of our symposium, "Information Literacy and Education For The 21st Century: Toward An Agenda For Action."

My name is Lee Edwards. I am Vice Chairman of the National Commission on Libraries and Information Science, which is a sponsor, along with the American Association of School Librarians, of this important meeting.

I have just used one of the hoariest cliches in the English language, "important meeting." Where have we heard that one before? Well, in fact, every meeting is an important one, at least to those in attendance; but, we have all attended and participated in meetings which did not decide the fate of the western world.

This meeting is, or can be, truly important. This symposium can make a difference, if we all pay sufficient attention, and serious attention, to the second part of the title of this meeting: "Toward an Agenda for Action."

I suggest, ladies and gentleman, that we solemnly resolve here and now that this will not be one more meeting of the "eat-meet-and retreat" club. Let us determine to stop talking about the problems of information literacy, and start taking collective action to solve them.

As you know, information literacy is not a new concern of the Commission, which first encountered the phrase some fifteen years ago. We have tried, sometimes successfully, sometimes not so successfully, to raise the consciousness of the public and public and private institutions about information literacy.

For example, when the justly heralded report on our nation's schools, "A Nation At Risk," was released in 1983, NCLIS pointed out an important omission. There was no reference to the importance of library and information sources as a foundation of all learning.

We said then, and I quote this particular passage as a possible guideline--a partial guideline--for the proceedings of this symposium:

> "A basic objective is for each student to learn how to identify needed information, locate and organize it, and present it in a clear and persuasive manner. This objective should be realized in part through academic courses, and in part through school library media centers which provide special opportunities for students to develop research and self-study skills, and to build capacities for life-long learning."

To put it simply and bluntly, the school library is the most under-utilized resource of a student's education; while the school librarian may be the most misunderstood educator in our school system, too often relegated to moving books, replacing the lamps, and scheduling the computers.

If we are going to make information literacy a reality, we must call upon the school librarians who are, in the words of Warren Haas, President of the Council on Library Resources--an underwriter of this symposium--"the key to ensuring that each student becomes information smart, and to overcoming institutional constraints and rigidities."

Well, enough words from me. It is now my pleasure to introduce Wanda Forbes, a long-time school librarian, and a member of NCLIS, without whose vision and tenacity this symposium would not have been held.

Wanda Forbes.

STATEMENT BY WANDA L. FORBES
NCLIS COMMISSIONER

FORBES: Lee Edwards is very kind to say those nice things. Welcome to all of you who are here tonight.

We have talked about this conference for so long that I cannot believe that it is a reality. I was instructed by the matriarch of the Commission, Bessie Moore, to bring her regards to our guest speaker.

For all of our other guests, Dr. Bessie Moore is nearly 90, and she serves as the corporate memory of the National Commission on Libraries and Information Science. She is, I believe, the only one of the original Commission. She currently serves as Vice-chairman Emeritus.

She praises our speaker, Francis Keppel, for his service on the National Commission on Libraries and Information Science in the late '70's and early '80's. I cannot begin to give you all of the biographical data about Dr. Keppel, because if I did there would be no time to hear the message that he has for us; but I will mention just some of the pertinent highlights.

Since 1975, Dr. Keppel has been senior lecturer in education at the Harvard Graduate School of Education. He served as Secretary of the Joint Army-Navy Committee on Welfare and Recreation from 1941 to 1944; and then was on active duty with the U.S. Army until 1947, entering as a private and leaving as a first lieutenant.

In 1948, at the age of 32, he became dean of the Harvard Graduate School of Education, appointed by James B. Conant, President of Harvard. After numerous other experiences, both nationally and internationally, Dr. Keppel became U.S. Commissioner of Education in 1962. He later was Assistant Secretary for Education in the Department of Health, Education, and Welfare.

During his service, the Elementary and Secondary Education Act of 1965, and the Higher Education Act of 1963, and other legislation pertaining to education, were enacted. He has been active not only in education, but in the arts and in library development. He is married, has two daughters, and is the grandfather, I understand, of four boys.

Dr. Keppel, we are honored to have you speak at this historic meeting, from which we expect to come great things for all of our nation's children.

ADDRESS BY DR. FRANCIS KEPPEL
LECTURER, GRADUATE SCHOOL OF EDUCATION,
HARVARD UNIVERSITY

KEPPEL: Thank you very much. I think you got the central message from that introduction. I'm old--you don't have to worry about it now. I am not only old, but I suffer from the extreme dangers of anecdotage, which I intend to give way to. I might as well.

The title of my presentation, by the way, to give a sort of thrust to this enterprise, is--you can put the first names in, if you want--"from Dewey to Dewey." Now, all of you, I think, are experienced conference attenders. I am sure you recognize the purpose of a "keynote address" the evening before the meeting is to get you out on time so you will be rested for tomorrow morning. That's the reason for the key. They give it to you so you can get into a room and go to sleep; that's the key part of it.

Second, I am supposed to strike a note to sort of rustle around in your mind while you're asleep, so that when you do wake up and go to work you will have the right topic. So, I have to give you the key to your room and give you a note to sleep on. I think I understand what I'm doing.

Under those circumstances, I am well aware that you will therefore neither expect nor want any wisdom, or any heavy thought. What you want is platitudes, interspersed with stories--which is precisely what you're going to get. The tune, I suppose, that I want you to go to sleep with is, "Singing Information Literacy." I think it would be much improved if it were set to a tune by Irving Berlin--who, by the way, would never for a moment have used those words together. In any words he wrote for a tune, Mr. Berlin was very clear in his mind on these matters.

When I was a dean at Harvard--that, by the way, is a description of a mendicant. Where is my friend from the Lilly Foundation? You recognize that. That is what Harvard deans do, they raise money, so the president can think high thoughts, and they stay the president for years. Derek Bok is, I don't know, about seventeen years on, and getting healthier all the time. The deans decline.

By the way, raising money for the School of Education is an impossible task, by definition. The graduates are all poor, and nobody gives much of a damn. So raising money is a hard job, and I decided I'd better do it in Hollywood, if only to amuse myself. I went out to see the fellow who published all the movie magazines, George Delacourt. Well, everybody in Hollywood had to be polite to George. So we ended up having lunch, Delacourt and I, with Darryl Zanuck who, in my experience of mankind, was not the most modest man I had ever met.

When he gave luncheons in his movie studio, he lined his producers and directors down the table. I asked Mr. Delacourt, "How do they know where to sit at this table?" And George said, "Oh, that's perfectly simple. They sit in the order in which they made money in their last film." So we looked down to the end of the table and felt sorry for those poor guys. I noticed there was an empty chair however.

Zanuck, who took over any conversation, grabbed it and started describing education. He believed he knew quite a lot about it, because he had a daughter. So did I, but he was the one who was talking. He was explaining what they ought to do with high schools. This was about 1952 or 1953.

In the middle of the luncheon, Mr. Irving Berlin walked in. Delacourt grabbed me and said, "Frank, Berlin can get a free lunch anywhere in Hollywood." Mr. Berlin sat down in the empty chair, and started eating. Finally, he was the only fellow who had the nerve: he cut into Darryl Zanuck's monologue, and cut him to pieces, not very politely.

At the end of the luncheon he came around to us and shook hands and said, "Mr. Keppel, I am awfully sorry. I didn't know you were here raising money for a school of education, and I'd be glad to help. I thought Darryl was describing a lousy high school script with no music in it, so I cut him off."

What I think you need here are some better words than "information literacy," with some music thrown in. However, you are not going to get it from me!

As I am sure you know, information literacy is scarcely a new topic. You'll forgive me if I go back to my father. My father gave away the Carnegie money. He was, back in the '20s, with the Carnegie Corporation, which was a philanthropic outfit. It didn't make steel, it just gave away money. There was also the Rockefeller Foundation, and that's about all. Not quite, but almost all.

It was a very simple life for a man who gave away somebody else's money. Clearly, it wasn't my father's money, he didn't have a nickel. He gave away Mr. Carnegie's money and he invented the word "philanthropoid" for his job. It's a human who does that kind of work.

Back in those days, he was one of the most vigorous supporters of adult education. Carnegie money went into adult education all over the place. My father felt very strongly about the importance of continuing adult education. I kind of wish the old man were living--he would be 110, or something--because he would be astounded at this Center where you are holding this conference, as well as the thought of similar centers nationwide. We might as well face the record on these matters. Before he left the presidency of the Carnegie Foundation, he had established the American Association for Adult Education, but he did not think his successor should be stuck with providing continuing grant support for it, and so he endowed it and gave it away. He felt he had failed.

Some years later, I became a member of the National Commission on Libraries and Information Science. Now, my impression is--and I will turn to a professor of political science who can help me out--that was a marriage made by a Congressional committee, libraries and information science.

Arranged marriages sometimes work, but they are often difficult at the start. I think it is fair to say that my impression, at the time I was on the Commission, was that each group, libraries and information science, which had been put together by some kind of Congressional provision, rather thought that the other group would go away--and they didn't.

Maybe it is now a better world. But at that time there was a general feeling and hope on the part of the Federal Government, particularly the Executive Branch, that the Commission itself would go away--but it didn't.

There is a lesson in there somewhere. We have an arranged marriage which, by any logical system, should fail no matter where--it doesn't make that much difference. But still, it hasn't gone away. It has lasted.

Evidently, there is an extraordinary development, on which you can build--apparently, school librarians and librarians in general and the information scientists have gotten sufficiently together so that you are willing to talk to educators.

I remind you that when dealing with educators, you are dealing with more people than there are in the uniformed forces of the United States, three million or more.

Education is a huge enterprise, decentralized, unmanaged, and generally agreed upon as a continuing failure since 1782. It has been failing ever since then, to my knowledge, and you want to join them, or reform them. Well, you are not the only ones in the world who want to reform the public education system. It is one of the favorite games of governors, businessmen, politicians--everybody likes that game.

And you can't really blame them, because the public schools are sufficiently unorganized. I used to be Commissioner of Education, and there wasn't a damned thing I could do with them. I am not sure U.S. Commissioners of Education should be able to do much. I notice that my successor, Bill Bennett, talked a lot, but I'm not that sure he did an awful lot.

But what I am trying to point out is that, despite this extraordinarily amorphous public education system which is, I remind you, all over the land--there are more schools, by far, than post offices--you are not dealing with a managed enterprise. It is not managed by the Federal Government. It is not managed to any great extent, though increasingly so, by state government and it isn't really managed locally, as we know fully well.

I admire the courage of this group, to say that you now want to get in on the reform movement, which is now about fifteen years old. It started in the early '70s in the southern states and as so often in any reform movement, the rest of the country paid some attention. I admire you for it. Please don't underestimate the difficulty of accomplishing within the public educational system some of the goals you have in mind.

Now I go back to the theme, the tune, the high school script with no music. Both the word "information"--and my impression as a fellow who has been away from this for a while --and the word "literacy," are tired words in our current society. They give us a bad conscience, I think.

To a degree, they catch our attention and combined, they give us a bad conscience. What I am going to do, if I may, for a bit is quote from one of the texts sent around to you, to try to zero in on what these words mean.

I am choosing the text from the American Library Association's Report of the Presidential Committee on Information Literacy. It's an old habit of mine. When you are in front of the Congress urging legislation to support libraries, you use the language of the American Library Association.

The first point is very interesting to me--it is the continuous and astonishing American belief in progress. I am quoting now from page one,

> "Within America's information society, there also exists the potential of addressing many long-standing social and economic inequities."

We use everything we can get hold of to solve our social problems. Do you remember television? Do you remember radio? The computers in classrooms--I hope to God they are more successful than the language labs--but when looking for an instrument for social reform, all of us try to use the one that sounds best.

My "bible" goes on, down to definitions,

> "To be information literate, a person must be able to recognize when information is needed, and have the ability to locate, evaluate and use effectively the needed information."

I gather that is the official statement of what we are trying to get done. I have now moved from Mr. Dewey, who dealt with the libraries, to Mr. Dewey, the progressive educator.

I will quote from the American Library Association report that deals, I think, more directly with the topic before us. I am quoting,

> "Information literacy is a survival skill in the information age. Instead of drowning in the abundance of information that floods their lives, information literate people know how to find, evaluate, and use information effectively to solve a particular problem or make a decision whether the information they select comes from a computer, a book, a government agency, a film, or any number of other possible sources."

Now, these words are the key ones:

> "Libraries, which provide a significant public access point to such information, usually at no cost, must play a key role in preparing people for the demands of today's information society."

It is obvious that those words are the basis of the agenda for this meeting. You want some focus on that topic, as I understand it.

The text that I am quoting goes on to say how to go about achieving this. At this point, we are smack into John Dewey and progressive education. I am going to depart from my formal text, and comment that I find it amusing and ironic that in a period of fifteen or twenty years of reform to stiffen up the spine of American primary and secondary education--better math, better English--now it is little different than it was in the late '50s when we were worried about the Russians. We are now worried about the Japanese--but never mind, we need an enemy.

The main point is to stiffen academic results in order to carry out the demands--which, by the way, are placed much more by political and economic leaders than by educators. Reformers, in order to meet the demands, are now beginning to use the modern cognitive psychology to translate John Dewey. Progressive education, curiously, is on its way back.

The first recommendation in the ALA Report states,

> "We must all reconsider the ways we have organized information institutionally, structured information access--

(I am not quite sure what "structured information access" means, but you will tell me later, I'm sure)

> "and defined information's role in our lives, at home, in the community, and in the workplace...The degrees and directions of reconceptualization will vary, but the aims should always be the same:

(Okay, here we go. I hear echoes of John Dewey.)

> "to communicate the power of knowledge; to develop in each citizen a sense of his or her responsibility to acquire knowledge...; to instill a love of learning, a thrill in searching and a joy in discovering; and... to know when they have an information need and how to gather, synthesize, analyze, interpret, and evaluate the information around them."

That kind of language is a mixture of John Dewey and is the nature of the kind of reform that I understand is going to be discussed in the next day or two. It means, if you really are serious about reform, a very profound change must be made in the work of two-and-a-half million public school teachers, and God knows how many parents' attitudes. It will probably result in a lot of disagreement. I happen to agree with these changes, but we should not underestimate the problems involved.

When I first became involved in education, John Dewey's influence was very substantial. His influence has been almost entirely diminished, partly for political reasons. Dewey was accused of weakening the intellectual fiber of public education. Some people here are nodding their heads.

Does that sound familiar to you? Now, by George, we are beginning to use the same language to stiffen requirements to achieve skills in thinking and to achieve skills in writing.

The danger in having an old man talk is that he sees some irony in the situation. Now, I imagine all of us who have dealt with these kinds of problems would recognize that what we have on our hands is the promise of a massive movement--not a manageable thing to attempt, at least in the United States.

I do remind you of our history. I do remind you that the most accurate of the recorders of our history, and probably the most accurate, in one sense, of the prodigious was de Tocqueville. The energies come locally, the energies and the coordination come locally. And I doubt that anybody could possibly be stronger on this topic than somebody who has done two tours of duty in Washington and knows the limitations as to what Washington can do.

So I think you would agree with me that the key to the goal of this conference is, as I understand it, to determine how to motivate the learner, regardless of his age. Now, I am not sure any group would pay the slightest bit of attention to me if I tried to make guesses as to how to motivate individuals. I think I am old fashioned enough to think that what probably motivates the learners to define the problem, get the information, and figure it out--is probably the workings of our relatively free economy.

This freedom provides motivation for the learners. I do not, in my experience--and I went to a good school--I do not think it comes from being preached at. I think the workings of a competitive, complex, difficult, struggling economy provide much more motivation. I confess, I have no more to say on the subject, except that it is clear that the root of the problem is to do everything we can to increase the motivation of the learner. If you do not have that, let's forget it.

Then, I think that the basis of spreading the national capacity for handling information literacy, for developing, continuing, maintaining, and expanding the base of thought, probably is through community organization in America, rather than through any national program.

My experience, for whatever it is worth, of the Washington scene and, to a much lesser degree, of the state scene, is that the state executive and legislative branches respond to the pressures that come to them from people who want to get something done. At this stage with information literacy, the massive job of communicating the concept is through hundreds and hundreds of organizations at the community or sub-community level. In other words, the collaboration of the very groups represented in this room, which are to be found in every village in the United States.

Of course, I suspect that the core of this effort would be the library community, and the information science community, and the public schools, and teacher education. I think those probably have the largest representation, but I am not sure.

If you take up the question of school reform and its relationship to information literacy, I think the evidence is quite clear, to me at any rate, that the changes that will take place in the school are going to come from within, and not from the state. Does that sound right to you? I think that it is going to happen that way all through the United States. There is going to be a lot of talk, and more reports will be written, but I would, myself, feel deeply grateful if people stopped writing reports about schools.

You would expect me to be a little bored with them, since it was 1948 when President Conant first told me to read one. It was a report prepared by a professor recommending that the superintendent of the local school system be fired. It was un-American, deplorable, regrettable, and correct. It was the only lively thing that I've ever read, except some of those propagandistic papers they put out a few years ago about the nation at risk. The nation was at risk, they said, but I don't believe it was.

The point I am trying to make is that the changes that take place in schools in the United States are going to take place locally. They are not going to take place because of a bunch of reports, however elegantly or stupidly written. They are going to take place primarily through the existing teachers.

I remind you that there was a lot of talk about how many new teachers are going to be needed in the next decade. The fact is the great majority exist in the teaching staff now. There are three million teachers, not counting college and university faculty. You see the size of the task. It is not going to be done, it seems to me, by anything except a combined, primarily local, effort.

With regard to libraries, the problem is a very difficult one--namely, how do you encourage public libraries, or indeed school libraries to reach out from what they are doing and take a much more active part in the high school and elementary school? How do they do it, when their budget is always being cut? Has that changed? It is a condition of life, apparently.

Again, I can only turn to history. How did those libraries, both school and public, grow? They grew because my mother founded one in the little town of Montrose in Westchester County, and my daughter plants flowers in her memory around the edge every year. In other words, the initiative is going to come, I suspect, primarily locally.

It would be ridiculous for me to pretend that it is possible to work out a national program to finance the outreach capacity of public libraries or school libraries. I just do not think there is that kind of money, frankly, and I am not at all sure that it would be sensible. I would much prefer that you wait until you found a more solid base for a local push for development.

As to reforming teacher education, I am exhausted. We reform it with some regularity. The real solution of course is to sort of liven it up. When I first became dean of the school of education, I thought in war terms, having just come out of the service.

In the Army, I was an enlisted man and you could tell an old regular soldier, a fellow who had been in the outfit for a long time, by two systems: first, you could tell by his salary. You could figure the number of times he had reenlisted by his slash marks and you knew that his salary had gone up on a certain percentage basis upon reenlistment. The other system was what we called "wound stripes" that indicated the number of times the guy actually got wounded in the war. Some fellows here will remember this.

Now, it was very much the same in the school of education. You could tell roughly by their age how often teachers had "reenlisted." You could get a count of the number of "wound stripes"--the number of courses they had taken in education. (They were just about as painful as wounds.) And it was easy to get a salary estimate. Most of the teachers had taken about as many courses in education as were necessary to get to a particular salary level.

In the old days, when I started, you could motivate teachers by saying, "Take these courses and we'll raise your salary." I am not sure that will work any more. It is a serious question, so how do you deal with this three-million member group? Is it realistic to recommend that teachers take courses in information literacy?

Now, to go back to this question of local initiative, clearly as I pointed out, it is too pervasive to be even started, in my judgment, by the Federal government. The Federal government can make noises, but it cannot do much.

Which brings us back to de Tocqueville--the local initiative to which government can respond and without which it will probably not be effective. The only conclusion I can reach is, the groups who are concerned with information literacy, as with everything else in our history, are going to have to combine, work out a strategy, institution-by-institution, organization-by-organization, and work up. You already have some models where there was such a collaboration and where there was such influence by local groups. It has happened before.

It is obvious that it is a dream. But then, the whole society was a dream, and it always has been. This is a dream which will require a much sharper definition about what information literacy means. I suggest that somebody take a sharp look at the extent to which information literacy should be defined, in terms of international relations and economic competition. I do recommend that.

I will close with another man's anecdote. I was, I told you, an enlisted man. At the end of 1948 or thereabouts, you may remember, we got into the Korean War. Well, most of the chaplains--Catholics, Protestants, and Jews--who had been in the Second World War sort of disappeared. We needed more chaplains because of the Korean War, and we weren't getting them.

So President Truman did what every respectable, responsible President does, he appointed a commission. After all, this was a tradition that goes way back.

I was on it, because I was the only enlisted man who had become a Harvard dean. That was clearly my qualification. It was a Commission on Religion and the Welfare of the Armed Forces. The chairman was Frank Wilde, who was chairman of the Jewish Welfare Board. The senior Protestant representative was Daniel Pullin, some of you will remember he was the editor of "The Christian Herald," and there was Father Walsh of Georgetown. Those were the major faces.

Well, it was one of those hot mornings in Washington. Dr. Pullin apologetically said to the chairman, Mr. Wilde, "I am awfully sorry, but I do have to go at twelve. General MacArthur has sent for me." Well, those were the days that, if General MacArthur sent for you, you went. No debate about that.

We were working at the time on the text of a document which was to go to President Truman. The purpose was to encourage him to send us more chaplains--by the way, I think it is unconstitutional under the First Amendment, but that didn't seem to bother Mr. Truman.

So we were working on the text, getting close to it. Pullin stood up--I can still remember--and said, "Mr. Chairman, I do apologize, General MacArthur has sent for me. I just have to go. There is a car out there." But then he said, "On behalf of the Protestant churches of the United States, on behalf of the whole group, I am glad to turn over the final wording to Father Walsh."

Now this was before Jack Kennedy got elected. We all sat around going like this, "Aah," but there was never a pause in Father Walsh, ever, in his life. The light was coming in, and he had these bright blue eyes, and he looked up like this and he said, "Daniel, Daniel, why didn't you say that at the time of the Reformation?"

I should have said it.

(Applause.)

DISCUSSION: LED BY LAWRENCE E. SUSSKIND
SENIOR CONSULTANT, ENDISPUTE, INC.

SUSSKIND: We're not going to let you get off that easy. I have a hunch that there may be some questions or comments.

My name is Larry Susskind. I will be serving as a combination of master of ceremonies and referee as we move along the next couple of days. I am on the faculty of MIT, down the road from Professor Keppel, but I spend part of my time at a place called the Program on Negotiation at Harvard Law School. We deal with the problems of trying to generate agreement when it looks like that is not possible.

We need not reach agreement this evening, but it might be interesting for those who would like to ask either for further elaboration of some of the ideas that Professor Keppel put before you, or who would like to make a comment in response, to do so now. It would help in our keeping a record if you would say your name and perhaps organizational affiliation, if you care to make a comment or ask a question.

WEAVER: My name is Barbara Weaver. I am with the New Jersey Department of Education and the New Jersey State Library. I would like to ask Dr. Keppel if the connection between the information literacy report and John Dewey's philosophy is so obvious to you, is it going to be a problem to try to promote this concept with people who do not think John Dewey's philosophy is a good one to be propounding?

KEPPEL: By the way, I spent a lot of time in front of Congressional committees. One of the great tricks, of course, is to restate the Congressman's question in a way that you would prefer to answer. So be careful how I restate questions, please.

WEAVER: I will be listening carefully.

KEPPEL: The question was, given my suggestion in effect that we may be engaging in a new era of progressive education, a la John Dewey, is there a problem with those for whom John Dewey represented a serious intellectual and maybe even social danger to our society? Is that too far gone?

WEAVER: No. I guess I was really mostly concerned with the fact that this particular statement is being pushed by librarians. Is that going to cause us a problem?

KEPPEL: Will the fact that it is being pushed by librarians cause problems? I don't know. I don't know at what point people are beginning to edge off on John Dewey. Nobody reads him--probably because he's so damned hard to read. So I don't really know how vigorous that reaction is. I really have trouble with that.

Now your particular question was for the librarians. Would it be difficult for the library association to be associated with something that sounds that way?

WEAVER: I guess my real question is, you are saying he is difficult to read, nobody pays attention to him. Is there likely to be a connection that, "Oh, well, those librarians are way back in that era"?

KEPPEL: I suppose that's possible.

WEAVER: How do we avoid that?

KEPPEL: When Mr. Roosevelt--Franklin Roosevelt, I wasn't around in Theodore Roosevelt's time--but in Franklin Roosevelt's time, he appointed Archie MacLeish as the Librarian of Congress. My father happened to give away a lot of money to libraries and he was outraged. So he made a speech protesting this fellow, who was a poet and playwright and a lawyer, who didn't know a damned thing about libraries.

Dad had been spending a lot of money to develop library training. He thought it was an outrage, and he expressed himself vigorously in the next speech he had to make. The following morning, he got a phone call from Archie MacLeish. He said, "You know, you're absolutely right. I don't know anything about running a library. What about making me a grant to teach me?" By God, the old man did it.

By the way, the library association that year passed a vote of censure of FDR for having appointed Archie MacLeish--a horrible thing to do. Three years later, they voted him a medal for having stood out against censorship.

You people can change your minds. You have before. There may be some who will object and some who wouldn't. By the way, I myself would never use John Dewey. I wouldn't think of using that language. I would use cognitive psychology, which is even duller than Dewey.

SUSSKIND: Perhaps I can induce some of you to either take a position in agreement or in opposition to the notion that, if you want to really make programmatic improvements aimed at increasing information literacy, you are going to have to focus on motivating the learner and define what that might mean.

Secondly, the kinds of reforms and improvements we are talking about are going to have to come from the bottom up. There is no way to induce that kind of innovation from the top down. The initiatives need to take the form of local collaboration, and initiatives only happen when someone does something. If you wait around to be told to do it, it is not going to happen. Also, concerning the notion of reforming the education of teachers, when the teaching force is predominantly in place and they are done learning in the sense of courses, now what are you going to do?

Then, I heard an intriguing notion that maybe information literacy has something to do with international relations and economic competitiveness and it is somehow connected in an important way. There is a series of things for us to consider. I wonder whether any of you would care to either give an illustration of why you think that is right, or take issue, or offer another way of thinking about the steps, in the most general sense, that need to be taken.

BENIN: I am Jean Benin. I am here representing the National PTA. I live in Delaware. I am the PTA president there. I am concerned about the notion about local collaboration.

Yes, obviously people have to be moving on the local level to make changes, but many of the changes that they may wish to undertake are restricted by the structures and funding mechanisms on both the state and the national level.

Speaking at the national level on special education, several of the courts feel they can restrict how schools may deliver the product to certain groups of children. That is increasing. Now, asking me about reform on the local level-- it almost has to be, where do you jump in the circle? Those structures have to change, too, for those people to carry out their missions.

SUSSKIND: I think a very helpful way of framing it, perhaps a useful challenge if not a question, would be to say if innovation needs to come from the bottom up, what about all those grass roots efforts that run straight into all kinds of barriers, institutional barriers, that don't give way? Don't you need to meet the people coming the other way by trying to create either the federal and national financial institution or other policy reforms that made those grass roots efforts possible? How can you have so much confidence in only a bottom-up strategy?

KEPPEL: To comment on the last part first, if I might, I don't have total confidence in a bottom-up strategy. I have **NO** confidence in a top-down strategy only. If I can twist it around that way.

Now, as far as the bottom-up is concerned, I thought you made an extraordinarily shrewd point, if you have--and this is an example of a problem really of well-intentioned top-down strategy, that of special education or handicapped PL, or whatever it is called--the point is that it is a strategy which in effect imposes expenditures on local schools.

When the local budget structures are in trouble, other programs, programs other than the program demanded from on top, get weakened. That is, the money tends to flow that way.

Think of it a little bit like the problem of how you pour water through fields. If you block off one of the dikes, it misses. That is an incredibly difficult problem. The only solution, presumably, is the reduction of the well-intentioned insistence by the national or state government that money must be spent for the purpose of the programs they want to support.

What does that mean? It means you give more local judgment. Now, that is a hard one, because the special interests by and large don't support the general program. They tend to support the special interest program. I am deeply sympathetic to that. But your question was, how do you fight that?

BENIN: How do you work with it?

KEPPEL: Frankly, I think you have to fight it. If you work with it, presumably the tactics sound easier than they are--namely, to bring to the attention of the local as well as state authorities what is happening and force a choice.

The problem is to get the facts out. It seems to me, by and large, you don't. When budgets are being cut in the colleges as well as the schools or libraries for that matter, a detail of options and choices between options is never made clear.

Now, I confess that I think that is a very shrewd question. In fact, that is one of the toughest questions there is. Just basically on the education side--I can't speak for the libraries--if you take a dollar for the entire national expenditure in public schools, about 52 or 53 cents is through state taxation. About 40 cents is through local taxation nationwide, and 7 cents is federal. But the 7 cents has far more leverage on special programs than the 40 or the 53, as I see the problem.

It is an extraordinarily good question, and I have to answer it the way I started, in response to your question. I don't think you can fix that from on top, because I don't think you want to stop the program. I wish I could give a better answer, but I can't.

MARTIN: Susan Martin and I am with the U.S. National Commission on Libraries and Information Science. I guess I'd like to think of the bottom-up and local collaboration issues as being not just a single force, but rather at least two kinds of things. One is the bottom-up and local collaboration in terms of the way systems are implemented, the way approaches are implemented actually at the local level. The other is a kind of a value adoption that takes place at the local level. This approach works its way up and affects what happens, the laws, the regulations--whatever is the perception of the country as a whole, so that then it turns around whatever is happening federally or at the state-wide level and becomes a trickle-down effect again.

SUSSKIND: So the comment, in case you didn't hear it in the back, was, we are not just talking about a bottom-up local collaboration strategy for purposes of implementing reforms, we are talking about trying to generate new ways of thinking about things, new sets of values, new ways of understanding, having those percolate up. And when enough people high enough hear those, then you may, linking back to the previous question, change the context in which subsequent rounds of local implementation efforts have a better chance of surviving.

Therefore, when we talk about bottom-up, the significance is not only each thing that is implemented, but the way in which ideas and new ways of framing problems and new sets of values move through the public understanding and the public awareness.

KEPPEL: All I can comment to that is, I take the greatest pleasure in that remark, and boy, I'm glad you're young. It takes a while.

BAINBRIDGE: Bill Bainbridge and a member of the ALA Presidential Committee on Information Literacy. I'm a little bit confused here. As I view it, Public Law 94-142 has had a greater impact on the change of education in this country than anything that has happened for the last 20 years. The lobbying effort was bottom-up, but it was definitely a top-down strategy. We started it in Ohio, and it worked in the rest of the nation. What's wrong with that?

KEPPEL: By the way, just to get the record straight, don't make that speech in Massachusetts, they think they started it. The point you make is perfectly good. You did have a special interest, very strong, very vocal, very determined group. That is exactly what happened. It pushed up and worked down. That is absolutely correct.

Now, you say, what's wrong with it? I'm not saying there is anything wrong with it, but the way we run our government is, in a sense, in response to a series of special interests. The problem with the massive programs is they hit all the kids. You don't have a special interest group for that.

Therefore, I am not saying there is anything wrong with it. I have, myself, worked rather hard and gotten rather closely connected with two federal programs which have had, I think, some effect. One of them was Title I of the Elementary and Secondary Education Act, to deal with poor children. You can debate whether it did good or not, but on balance it at least got some attention paid to it.

The second one was student financial aid, grants, loans, work study. That effort also has been heavily criticized. The two of them did have a substantial effect, though as they worked their way through the system they became rigid. I don't think it is anybody's fault.

I am sorry, I can't disagree with your point. It is absolutely accurate. It did a lot of good for a lot of kids. What we don't know is, unintentionally, how much harm it did for other kids. That is what is worrying my colleague.

BENIN: Not exactly.

KEPPEL: How not exactly?

BENIN: That is part of the equation, but I think the word "rigidity," which you just used, is the key. The theory is wonderful, the outcomes are wonderful, but the necessity to put dollars into certain types of identifiers, into certain numbers and into certain categories, has left local control a myth in the area of special education. I don't want to harp on special education, because that is not the focus of this conference but if you have these bureaucracies set up in various institutions, they determine what happens on the local level.

Perhaps I come from a different way of looking at things. Our state's portion of the funding is over the 50-some percent, it is two-thirds. Therefore, in a state where so much of the funding comes from the state level, those bureaucracies also impede local control and the delivery of education to children. So I don't want to question the wonderful things that can happen, but there are problems in delivery.

SUSSKIND: The tension between the top-down approach--where there are examples of some success, where you can move things faster, where you can amalgamate resources in action and have more leverage with the small group on a big problem from the national level down--is in tension with, it seems, the desire at the local level of being able to shape, manage, decide, impose techniques, strategies, occasions, in ways that make sense locally.

If the way to make that national program work is to remove local discretion, or if people think that is the way to do it, then you have a tension between the two. That rigidity undermines the local initiative. You don't want to have it.

This is going to be, I would postulate, a major theme. We come back around again on Sunday and say, "Now, what are the most important ideas for moving forward programmatically?" That is our goal in the next several days. As well "as what will your organization support programmatically?"

We are going to end up, whatever the conversation is tomorrow, implicitly either striking a balance or making a choice between top-down approaches and bottom-up approaches-- top-down with their momentum, bottom-up with their concern about removing rigidity.

Comments? Different subject? Yes, you had your hand up.

PEARLMAN: My name is Bob Pearlman, representing the American Federation of Teachers. I am also from Massachusetts. I would like to sort of give some clarification on this debate that has been going on.

As a union leader, I once gave a speech on this subject to the Boston City Council, in which I was trying to explain, as Dr. Keppel has, the negative impact on regular education in the schools because all of the financing was safeguarded or held harmless in the special education area.

When you have declining fiscal times, regular education gets hit. In fact, all over the northeast right now, the same process is once again recurring. This is a problem. It is a problem for the regular education services.

The title in the **Boston Herald** in the article about this speech was, "Union Leader Blasts Special Ed." Anybody who brings it up, as you do just right now, is going to have somebody blast you on this subject.

I actually would like to point out where this issue becomes really serious. I think part of the goal of this conference is to say that we are very much in favor of a different style of student learning. Part of what I read in the ALA Report was, people are addressing--students individually and groups--discovering information, learning things, presenting materials, in an inquiry mode. In order to restructure schools along those lines, we are going to have to do something.

Let me just tell you a little story. There is a school in Minneapolis that started up this year. It is called the Minneapolis Public School Academy. The idea came from an executive of General Mills and General Mills provided the start-up costs. Their interest was that a public school should offer inner-city children the same level of education that you offer private school kids, in what are called "academies" in the Minnesota area.

They set up this school. General Mills gave them the start-up costs. It was a Minneapolis public school financed by the city, supported by Minneapolis and it has the same financing as any other school in the city. The way they made it look like a private school was that the class size limit in this school was twelve.

Then you say to yourself, how does that school operate at the same per-pupil cost, the same expenditures as all the other schools in Minneapolis which have classes of 30 or more? Well, they do it this way. There are no pull-outs, there are no special education pull-outs, except for the physically handicapped. There is a regular resource room and behavioral problems are handled in the group of twelve.

The teachers, when you visit them, say, "Well, if there are twelve, I can handle it." The Chapter I kids are not pulled out into special classes taught by different teachers. They are within the group of twelve. In this environment, the teachers feel that they can redesign the learning process.

They have one other cute little feature. There is a telephone on each teacher's desk. Quite unusual for American schools. With that telephone, they are able to talk to the parents daily. The parents are able to call up and see if there are any problems, and the teacher is able to talk to them. The teachers say, "Of my twelve groups of parents, I have about ten groups that are very intimately involved in the class." So what they have been able to do is to restructure the classroom by getting at some of these rigidities that have been imposed upon them in a structure which is now mature in terms of special education and Chapter I implementation.

That structure, which is mature, actually disorganizes the school by separating it out into lots of little tiny programs and lots of everything else. Basically, if you look at the American school today, you see this kind of chaotic structure. So many different subjects here, and nobody is able to get to the kids, work closely with them, work very personally with them, and actually reorganize this learning along the modes that you have been talking about in the papers here.

KEPPEL: My only comment would be, we really started substantial influence from the federal level and really the state level 25 years ago, 30 years ago. Area by area, the disadvantaged children, the Title I kids, were pulled out, all of them for very good reasons. And I am very interested by and delighted at the report you give.

Your point is clearly well taken, and I really think you have got to face this question, because fundamentally, the purpose of this meeting is to try to affect the way children, all children, are taught about the use of information. I think that is the major purpose. If you start dividing it up into little groups--just imagine if you had a Title X, or whatever, for information literacy, with $500 million, or a billion dollars, or something, from Washington. What would that do, without some place to receive it and use it? Do you want to follow-up?

PEARLMAN: Unlike many of you, I didn't get around to reading the materials until I got on the plane tonight, so I finally got to grapple with what was important. I am deeply disturbed by the term "information literacy." Maybe I got here too late for your presentation.

KEPPEL: I said it lacks charm.

PEARLMAN: I think it lacks a lot. I work in the field of information technology, so I am a veteran of the computer literacy campaigns. I have also watched very curiously the report on the need for science literacy, and on the need for geographic literacy by the geographers. The term "literacy" seems to be a handle.

As I say, as a veteran of the computer literacy campaigns, all the campaigns accomplished in the public's mind was defining literacy as a base level. As soon as we got a certain number of computers in the schools, that was the end of the funding game. You can't get money beyond that to talk about information skills and the way we want to go today.

In the teacher's mind, all these claims of literacy-this, literacy-that, and cultural literacy and everything you have to know about this, this, this, and this, is a crazy chaotic maze. In fact, the trend among educators is to try to integrate the subject matter. I think that is what all of us want to do here, and not to limit the subjects with a literacy handle or an appreciation of learning handle.

There is a professor named Morris Shamus, who is campaigning on the science front, saying that science literacy is crazy. People can't know all these things. You have to gain an appreciation and love of science, so that you can learn it.

I think I just want to say, I am very bothered by this term. I think we need some other kind of handle as a proper public vehicle. I just want to get that out.

PARTICIPANT: I want to observe, I think it is perhaps not an either-or kind of question. When the Carnegie foundation wanted to change the way in which American communities thought about public libraries, they did it by an effort with very simple kinds of ways that people could participate.

When Dr. Keppel's father wanted to change the way librarians got educated, he made a few discreet and simple investments in places that could do that. So I think it is how you use the elements, not necessarily where they come from.

BRIGHT: Don Bright representing the American Vocational Association. Just a quick reaction to the gentleman. I have come to the conclusion that there is a significant difference. This group is not talking about subject areas specifically. It is critical thinking skills, research skills, in effect some cultural literacy, literacy about geography--it affects the way people learn, the learning process.

The people that I am worried about most are the students in non-college preparatory programs in this country who have virtually no exposure to critical thinking skills whatsoever in the secondary school curriculum, public or private.

I don't get hung up too much on terminology, but I do think information literacy is quite different than these other movements, in that we are trying to teach people how to learn. Then, they can use these skills in whatever learning subject matter their interests call for.

SUSSKIND: I do think, though, that there is a challenge there for us when we begin tomorrow morning. Are you going to take the view that information literacy is not like all the other kinds, because it is not about a valid subject matter and the mastery of subject matter? Or is it about a process and a way of knowing?

Maybe the problem isn't the word "information." Maybe the problem is the word "literacy," and that is what you want to work on. If there is a different way of knowing and a different way of teaching, you are going to have to characterize it in a way that people can get behind it: that grass roots efforts can occur; and that people can have an image of what they are trying to mobilize.

If we say information literacy is not just another subject matter to jam into the curriculum, that it is a different way of teaching or a different way of knowing then, we are going to have to find a way to characterize it and a way that allows us to engage people.

BONIFIELD: I am Bill Bonifield, from the Lilly Endowment. The question arose earlier as to how teachers would react to the librarians' reference to Dewey. Really, I think the question is, "How are teachers going to react to librarians suggesting that we are not teaching children in an appropriate way, the appropriate level of skills that they need to cope with society?"

I think it is the term "literacy" which is at issue here. I think you have had one reaction from a representative of teachers, saying in effect, this is another group coming and telling us what we need to do better in our profession of teaching children.

There has been enough criticism leveled at teachers. The question really is, "Are children who are graduating from our high schools literate?" A lot of the answers that we get are "No, they can't read their diplomas." You have all seen that.

We are talking about the need to teach critical skills and critical thinking, to teach children to take responsibility for their own education--that is really what we hope to accomplish as teachers of children--but we are not doing that very well.

We are not doing that in the colleges. We are not doing it in secondary and elementary schools very well. It needs to be done better.

Now, in some places, like Minnesota for example and some other places, there are some prospects that things are starting to happen in that area, but I think you are going to get a lot of flack. I think you had better be prepared to realize that the teachers and the other associations of educators are not going to respond kindly. I welcome you to the scrap.

SUSSKIND: In a sense, though, you are defining part of the mission for the next day-and-a-half. If the 25-or-so groups represented here can't agree on some useful steps trying to make improvements in the directions you are talking about, they will never convince all of the other people in their communities, broadly speaking, that they ought to get behind something.

So our task, I think, is to try to talk about some--not all, not the only--some ways of making steps in the right direction that the 25 or 30 groups represented here could get behind.

Yes?

BOLT: Nancy Bolt, Colorado State Library. My theory is, from this ongoing debate, that we could spend the next day-and-a-half arguing about what we call what we want to do, rather than figuring out how to do what we want to do. So I am not sure it matters whether we call it "information literacy," or something else.

The gentleman who just spoke, I think, did a good job of summing up what it is we would like to do, but my caution is not to get side-tracked into whether or not "information literacy" is the proper term. That discussion could go on forever.

WHITNEY: Karen Whitney. I am a high school librarian in a suburb of Phoenix, Arizona. I would hope that one of the things that will come out of this meeting is an agreement from the representatives of these groups that it is important for students to be able to use information effectively by the time they complete their high school education.

I hope we can agree that the ability to use information is an important skill, perhaps a survival skill for the future. The librarians in this room or around the country are not criticizing teachers nor saying, "We want to step into your classroom and take over," but rather we recognize that information is essential for students. The information resources of a school are typically resident in the library. We would like to work with teachers to devise a way of improving the student's ability to use information. That would be a great step.

SUSSKIND: If we take as the end, teaching children to take responsibility for their own education, and if we talk about one means to that end, developing the capacity, the skills needed to use information effectively, we don't have to worry about what heading we bundle it under. Could we at least start today and tomorrow by saying that the reason we are here, or one reason many people think they are here, is to try to hammer out some specific action strategies, the end result of which would be to make improvements in the extent to which children and the public can become information literate?

I think we are going to have to keep talking about both in the school and in the community because of the variety of interests represented here. Our goal is to teach children in schools and residents in communities to be able to take more responsibility for their own education as they need it, when they need it, on an ongoing basis. We are talking about attaining the skills necessary to acquire, manage, utilize, and make sense of information. What specific next steps could the variety of groups represented here lay out, agree to, and get behind over the next day and a half?

We are going to operate a little bit differently, at least this is the proposal, from the way in which such get-togethers are usually laid out. Based on conversations with a number of the organizations represented here, the Commission and AASL have identified five focus group areas.

In other words, if you take this end and the means of achieving it as the broad topic, and you say, part of this problem is the way teachers are educated--notwithstanding Professor Keppel's concern that teachers are educated already the way they are going to be educated--maybe something other than courses might cause some things to happen.

So the way teachers are educated is a piece of this puzzle. The way teachers teach is a second piece of this puzzle. Another piece of the puzzle is the way schools are administered and that doesn't just mean in the building. Fourth, the way schools are funded and fifth, the way school library media programs are organized and implemented. There may be other pieces of the puzzle, but those are five that organizations represented here were quite concerned about.

Now, this is the notion that we will begin with in the morning. Those who have identified a preference amongst those five topics in signing up for this event will be able to start with the topic that they selected. If you don't remember what it was you said, we will remind you in the morning.

If you didn't indicate a preference, we have indicated one for you to balance out roughly the membership of the groups. It is not quite as important as it might otherwise be, because as you will see in a moment people will move through two or maybe even three of these topics during the day tomorrow.

Ten or fifteen people will start with focus group one--the way teachers are educated. People who want to talk about that topic will get together in a room. They will have a discussion leader and someone to keep a record of what they are talking about. Their task, after watching a bit of a video presentation and contemplating a bit about what you have heard this evening, is to try to put down on one page some specific programmatic steps, some policy directions that the group thinks make sense and would move toward our objective.

You don't have to reach agreement as a group. So with regard to the way teachers are educated, are there some specific changes, reforms, ideas, innovations, examples from places that you know about that would, if implemented, move us closer to this goal?

You are not going to be asked personally to commit, to start the innovation, to start the reform. You are not at this point going to be asked, "Is your organization behind it?" We are just looking for a few ideas that people think would make sense with regard to achieving this broader objective.

The first group--which will take an hour and a half to two hours--will put down a set of ideas. They will have a little bit more time after lunch.

Then, we move a second set of people in, but the discussion leader, the recorder, and the list stay the same. This new group of people comes in and says, "What is this list? Can we improve it further?" It is a text. The goal is not to say what is wrong with it, the goal is to improve it. What would you add? What would you change to make it better?

So the second group of people will take the work of the first group and try to enhance it. The goal is not to see how many pages you can write, the goal is to improve the one page of specific suggestions.

If we have the energy, we'll have a third crack at it after dinner when another group of people comes, takes the same document and tries to improve it further. One of the things we will be looking for in that evening discussion is, what groups--organizations, associations--are already doing things in this direction. At the end of the day, we will look for people to draw on the network of organizational affiliations and say, I know that such-and-such group is already moving toward this recommendation.

We are looking to get or identify as many organizational activities, commitments, proposals, policies that mesh with the ideas that emerge by the time we have the third draft. When you come in on Sunday morning, we hope to be able to give everybody the list of all of the organizations here, the list of all of the recommendations that have come out of the five groups, and specific indications of what organizations are currently doing.

We will give everybody that matrix and ask you to fill in the highest priorities listed for your organization, or which ones your organization would likely endorse. Now obviously, you cannot in many instances speak for an organization without an elaborate process of policy approval, but it would be interesting, I think, to see what your guess is as an organizational representative about priorities.

We will try to accumulate on Sunday morning some sense of the priorities. Which organizations are already committed--in which case it is easy to say your organization is behind it--to specific actions consistent with these recommendations that came out of these discussions. You are here as an individual just generating some good ideas, all the way through to the final step, which is what would it take to get a specific written organizational commitment to some version of priorities within this list.

We will talk to each other about what might happen after this event, to try and generate that kind of collaborative support for an array of specific policy initiatives. We will look for gaps, where there is no organization listed doing anything like the set of ideas, and seek people here who want to say, "I'll do some networking, I will try and generate some support for that, I will try to talk to an organization that hasn't been active on this that might be if I can go back and explain why this is a good idea."

That is the image of this program.

PARTICIPANT: I am still very concerned about the questions over here from the gentleman from Massachusetts and the gentleman from Colorado. If we can't agree to the definition of information literacy, I am wondering if we can at least agree with a kind of a definitional framework that we can use in these groups tomorrow. Otherwise, I am afraid the lady from Colorado is correct--we may be way off task. Is that a reasonable thing?

I think we would like to define a learning process that would actively involve students in knowing when they have the need for information, identifying the information needed to address the problem or issue, finding needed information, evaluating the information, organizing the information, and using the information to address the problem or issue.

PARTICIPANT: I would appreciate hearing more about this, too, as I am a little unclear as to what we will talk about regarding strategies--for implementing this definition. I am not sure exactly what it is that we would be implementing.

SUSSKIND: I think we share two objectives here. Right at this moment, one is to be clear about what "it" is before we invest a day and a half in talking about how to get more of it. At the same time, I think there is a concern that if we don't agree on what "it" is, we do not want to spend the entire day trying to convince each other that my version of it is better than your version of it.

So I think there was a helpful suggestion, which was to begin with a definition in the most general sense, and then work down toward more concrete expressions of it. When you begin to lose someone, to say, okay, fine, I won't press for my specific version of it at that stage, but at least we have this general framework.

I suggest that the most general concern we have when we talk about information literacy is the need to educate oneself. We want to teach children to take responsibility and to be able to educate themselves. Now, that is very broad. One step down from that is that we want students to have the skills of information acquisition and information assessment necessary to educate themselves.

Okay. Now, what you read in the Information Literacy report is still a further explication of the five or six specific skills, that people who have thought about this say, you need to be able to educate yourself. The thing I wanted to highlight without asking everyone to commit to that specific list of five or six skills is that we are not talking about another "subject matter" literacy. It is not quite the same as geographic or scientific or mathematical or cultural literacy.

I would say that for those who are not absolutely clear for themselves on what it means, there is a definition in the ALA Report. It is more of a description than a definition. It is a description of a set of competencies. If you want to add to that list or modify it for yourself, you should think about how you want to do that and maybe take a little time in the smaller groups in the beginning tomorrow.

MORRIS: I am Jacie Morris, President of the American Association of School Librarians. One of the things that I really think we need to keep in mind through this whole thing--and I have heard this mentioned a couple of times--is that we are talking about forging partnerships. We are not saying that we have not been in the classroom, or it is a poor choice to do this, or you teach poorly, or whatever. The notion is, in the education reform that is taking place in the country and in most of the pieces of literature out there on the reform movement, few have mentioned school library media people.

The idea is that we want to be partners with the teachers. We are saying that we do have a significant amount to offer to the classroom teacher, to the administrator, to the parent, and to the individual child.

We must be partners in the classroom, and it is important to forge partnerships at the local building level. What we want to do is to forge these partnerships at the national level, so we can all have a common interest and say, hey, we are all working to the same purpose.

BOLT: I am Nancy Bolt, Colorado State Librarian. You raised the concern that I wanted to bring out. That is, when you look at these five focus groups, in a way you are only looking at the people in this room. It seems very insular, if not incestuous. Forming partnerships also means forming partnerships with the community, with business people, with parents, with other types of libraries.

We talk about affecting performance, affecting civic responsibility. We are taking about support from the community at-large that can either kill what schools try and do by refusing to fund it or be a powerful means of support.

So my question is, why did you choose not to have a sixth focus group, called the way the community is encouraged to support these changes? And if you don't want to have that, which group would you suggest for those of us that feel strongly about the topic?

SUSSKIND: Well, before we change the subject completely, I want to stay with your concern about trying to get people to look at every thing from the "W" word, "What," on down to the definitions.

As an operational definition of the competencies that we are talking about--I would suggest that we say that people need to be educated in a way that allows them to educate themselves. We can elaborate on it, but let's start there. Let's use that as a beginning point.

PARTICIPANT: It is kind of like preaching to the choir here, because we wouldn't be here if we all didn't fairly well have a commitment to that.

SUSSKIND: I think, if that is the case, then no one will have a problem starting with it, and they will probably end up pretty close to it. We will come back to this other point in a moment. I just want to close on the definitional issue.

BONIFIELD: That is in essence my question. I see the list of organizations here. Yet almost, with no exception, the people I have heard sound like people from the library side of this. Those organizations represent a lot of education, school boards, school administrators, principals, teachers. I don't know if those people are in this room.

If they are, they haven't been very loud. It seems to me that you are in danger--and I am not representing one of those organizations, I want you to understand--but as kind of an outside observer, you are very close to not preaching, but meddling, from those other organizations' standpoints anyway.

As long as you say--and it was stated very well by this gentleman now--we didn't invent this learning theory, it is out there. What we want to do is say we have sources of information that are presented in different forms and ways and that we can help to present those sources to students.

I think you have to be careful not to get to the point where you are saying to them, "What you are doing is wrong." What we are really trying to say is, "We want to help you do better what it is that we are expert in presenting."

SUSSKIND: If you have this broader objective, there are a lot of people, a lot of actors, who have to play a role in accomplishing it. Many of them are represented through the organizations that are here.

There is specific concern on the part of the organizations represented that they be given a lot of attention in the conversation. That is fine. We have to respect the fact that what one organization or group wants to propose on how to achieve that goal, may or may not seem to another organization or group as the most important way of achieving it. Now the goal therefore, I think, is to find room in each of these groups. I am trying to offer one answer to your question, which is, we are not just talking about the relationship between librarians and teachers in the school building. We are definitely not just talking about that. It is a big concern to a number of people here, but it is not the only thing that we are talking about when we talk about what sort of agenda of programmatic reforms can all the organizations here get behind, to try to achieve this thing we have just described as information literacy.

When we say the way teachers are educated, we are talking about all kinds of teachers being educated a lot of different ways for a variety of roles. And when the question is asked, "How do you take a community perspective on that?" do we have a cut on this, that the community wants to be involved in this, that would go there under that subject. The vantage point on that question as well as that vantage point on each of the five questions should be given as much air time as any other in each of the group's discussions throughout the day tomorrow.

One of the reasons for cycling people through three times is to make sure you get a lot of different groups viewing each draft. The goal here is to somehow try to honor the priority that every organization gives to the specific things that it has to say, without letting any one group define the boundary of what is to be discussed, or the boundary for action recommendations.

BREIVIK: Patricia Breivik. I chair the ALA Presidential Committee on Information Literacy. The only non-librarian member of the committee who is here now is Bill Bainbridge, but I think that if you look at the people who are on that committee, you will see that we started out with a concern for education.

This was not a library committee. In fact, there were seven non-librarians on the committee and six librarians. This was a group of concerned people from very different standpoints. David Imig can't come because he is ill. Gordon Ambach will be here tomorrow. He represents K-through-12.

So it is not librarians against, or librarians coming in. It is a concern about how to prepare people for life-long learning. It is one of the things that practically all of the reform reports have said we need to do: prepare people for life-long learning, active citizenship, and to be more competitive in the business community.

I see this meeting as a conference where, again, another cross-cut of people from different aspects of education and librarianship are coming together to deal with that in more detail. I don't like the idea that librarians are here to preach at people. We are here talking about an empowerment to accomplish what education as a whole has agreed it wants to do. I don't like this "we" and "they" kind of talk.

SUSSKIND: I think we should note that. The danger is that, by just having said it, you have more firmly established this "we-they" problem. One of the things we know about conflict in organizations and between organizations is that we are very good at escalating it, and very, very bad at overcoming it once we start to escalate it.

My proposal is, if we want to put the issue of divisions and "we-they" aside, the thing to do is to focus on a shared view of what the problem is we are here to work on, and to try to build the best set of recommendations to solve the problem. Why people came, what they did before they came, is less significant than the effort we make to accumulate the best set of recommendations we can for action.

So I would propose, in light of the comment you just made, that whatever you think anyone's motive is tomorrow for what they say or why they say what they say, it would be most useful to comment on the merit of the substantive proposal and to try to find a way, instead of criticizing it, to suggest a way of improving it, so that it meets the needs that you think it ought to meet, and also respects and honors what the person who proposed it clearly had in mind. If we could accept that as an operational principle for how we interact, we will have a chance of accumulating a specific set of action recommendations that, wherever they came from, whatever people's motives were, everybody can get behind.

I would urge that, as we move from this evening into the building of this agenda for action, we not try to second-guess somebody else's reasons for proposing what they proposed but deal head-on. If you don't like a proposal, say why you think it won't work. That's all. If you have a way to improve it, suggest a specific improvement.

You will have a discussion leader. We have tried to get people who are not shy to encourage the discussion, in some instances by presenting a point of view or a suggestion, in others by challenging and getting people who have given a view to be clearer about why, and not just dutifully record everything.

Their job is to push the group to be productive, to be synthesizers, and to honor this notion of trying to build a cumulative list of suggestions that you think represents good ideas.

If, during the day you have a strong feeling that something has gone awry, that the issues you thought were going to be talked about are not getting talked about, or are not being talked about properly, and you want to write down something you would like the people in any one of the groups to take into account, please write it out legibly and we can copy it and make it available during the day to any of the other groups. We don't have a pool of word processing staff, but if you write it out, we do have access to duplication facilities. If, during the day, you feel the point you are trying to get across is being ignored by a discussion leader or a recorder, please come and find Paddy or me. We will be moving through all the groups and we will do our best to get your concern duplicated and distributed. We will be glad to try and mediate between you and your group or group leader, and to make sure all participants feel that their time here produces the input into the specific action agenda that they came here to help craft.

So we will be moving from group to group. Don't be at all bashful about standing up or catching us on the fly during a session, if you don't feel it is going the way you want to see it go. On the other hand, say something first to the group or the group leader, if you are dissatisfied. The goal here is to have a set of discussion leaders who can handle that. I think that we do.

Well, it looks as though our time is up for this evening. Thank you, and thank you Professor Keppel.

(Whereupon, at 10:00 p.m. this symposium was adjourned,
to reconvene at 9:00 the next day.)

Saturday, April 16, 1989
9:00 am

Participants received instructions to assemble in the breakout rooms of their first Focus Group choice. The Focus Groups and their Group Leaders and Recorders were:

Group I. TEACHER EDUCATION

Group Leader: Joseph Mika
Recorder: Mary T. Birmingham

Group II. THE WAY TEACHERS TEACH

Group Leader: Barbara Weaver
Recorder: Daniel Barron

Group III. THE WAY SCHOOLS ARE ADMINISTERED

Group Leader: Timothy Westerberg
Recorder: Ronald Wimmer

Group IV. THE WAY SCHOOLS ARE FUNDED

Group Leaders: Gordon Ambach
Robert Wedgeworth
Recorder: Patricia Breivik

Group V. THE WAY SCHOOL LIBRARY MEDIA PROGRAMS ARE ADMINISTERED AND IMPLEMENTED

Group Leader: Carol Kuhlthau
Recorder: F. William Summers

The Group Leaders and Recorders remained with the assigned Focus Group topic while participants moved to another Focus Group during the second round of discussion. A third round of discussion and deliberation was cancelled due to weariness of all participants.

Later that evening, participants were delivered all five sets of Focus Group recommendations to rate, High, Medium, or Low, as priority strategy toward achieving greater information literacy nationwide.

Sunday, April 16, 1989
9:00 am

SUSSKIND: This is the procedure the conference organizers and I discussed at breakfast that we'd like to propose as a way of trying to come out with as small a list of high-priority items that all the organizations represented here can feel comfortable with.

It may work; it may not work. We can improvise as we go. But the goal is to have you look through your high-priority checks and pick three of those high-priority items that you think your organization would most like to see discussed by the group.

Okay. There is no organizational endorsement presumed here because, obviously, there is no mechanism to do that. But the reason people are here is that they represent organizational points of view and we'd like now to shift from individual to organizational points of view.

Everyone sitting around on the sidelines bring your chair to the table and join your organization counterpart. Now, what you should be thinking about is what three items your organization would like to see get attention in the discussion this morning.

If you're the only person from an organization you're lucky. You don't have to consult with anybody. If there are several of you we would just like one person from the organization later to present what the several of you have decided to be the three recommendations that you most think should be on a list of action recommendations by the time we get done. You'll have 15 minutes to confer. But first, I want to take the roll of organizations.

AASA - American Association of School Administrators
AASL - American Association of School Librarians
AECT - Association for Educational Communication and Technology
AFT - American Federation of Teachers
ALA - American Library Association
ASBO - Association of School Business Officials
ASCD - Association for Supervision and Curriculum Development
AVA - American Vocational Association
CCSSO - Council of Chief State School Officers
COSLA - Chief Officers of State Library Agencies
IRA - International Reading Association
NAESP - National Association of Elementary School Principals
NASSP - National Association of Secondary School Principals
NCLIS - National Commission on Libraries and Information Science
NCSS - National Council for the Social Studies
NCTE - National Council for Teachers of English
NCTM - National Council of Teachers of Mathematics
NEA - National Education Association
Project XL - U.S. Department of Commerce, Patent and Trademark Office
PTA - National Parent Teachers Association
DOE - U.S. Department of Education

Those are the organizations we can call on in a few minutes--we'll give you some silence before then--to say which three recommendations from this whole list you would want to be certain are discussed and considered for a final list of action priorities by the whole group.

If you have more than one member, please caucus. We'll give you some time now to do that.

SUSSKIND: Is there anyone who needs more time?

Well, we will start with those who are ready to go.

The procedure is we'll call on a group. We will ask you, without editorial comment, to just say what the three are. We will get the whole list up, cross out duplications and then we will work with that list.

"Work with" means we will go back to the beginning, take the first one and say, who would like to make a quick comment either on behalf of, or to raise a concern about, that recommendation. We'll ask for quick comments. We won't stay more than two minutes on any one of what are going to be anywhere up to 60 items.

I hope there will be fewer than 60 because there will be overlap, and I hope that we can keep it to two minutes. Then, when we've talked all the way through them, you will have heard people's concerns. You will have seen the whole 60.

We will come back and ask you, all right, out of that 60--not necessarily of the three you put up the first time--if your organization could say there's at least one thing, one, from that list that definitely should be on a final list, this is it. And we will seek to get one list, if we can.

So, AASA?

CLAUSEN (AASA):

IC4 - Form coalitions of federal, state, and local educational and community organizations to foster information literacy and implement the recommendations of this symposium;

IIIC - Recommend that superintendents and principals build motivation for information literacy activities and teaching; and

VIB - Encourage associations of school administrators to offer continuing education workshops, seminars, etc. on resource-based learning.

MORRIS (AASL):

VIA - Encourage organizations represented at this conference to join the Coalition;

IVB - Just as our nation provides entitlement to all persons in nutrition, health, old age and survivors' assistance and other services, the nation must offer the entitlement to information literacy for persons of all ages, at least through the level of high school graduation and for adults who have not attained or do not maintain that level of knowledge and skills; and

VA - Establish accountability for developing students' abilities to use information.

ZENOR (AECT):

IA2 - Hone teamwork skills by providing incentives/support/time for information professionals to learn;

IC4 - Form coalitions of federal, state, and local educational and community organizations to foster information literacy and implement the recommendations of this symposium; and

IVA (Policy Recommendation) - That a philosophical commitment to information literacy as a new principle of learning be made by teachers, school administrators and library media specialists.

PEARLMAN (AFT):

IIA - Each school redefine, redesign, reaffirm (as a total school community) the school library media program in relation to the mission of the school;

IIB4 - Develop videotapes that are slick and tell the story to each area/discipline specifically. These are showcase pieces from around the country that are intended to entice not preach, encourage teachers to want to do it "our way" not "the way," and get parents excited about "this can happen in our school"; and

IIIE5 - Establish a school structure that fosters the development of resource-based learning.

SUMMERS (ALA): The American Library Association combines its recommendations with AASL.

SUSSKIND: So we have a combined nomination, which you gave before? Okay.

BRIGHT (AVA):

IA3 - Reinforce field experience through stressing the importance of the careful selection of supervising teachers and the responsibility of the teacher education institution and the host school to provide a high quality learning experience;

IA5 - Stress in-service training by working with State departments of education; and

IB1 - Create an environment that supports emphasis on the learner.

SUSSKIND: COSLA?

WEAVER (COSLA):

IIA3 - Each school redefine, reaffirm, (as a total school community) the school library media program in relation to the mission of the school and the media specialist is assertive in getting this to happen;

IIIA1 - Recommend that superintendents and principals reach out to the community to gain support for, and to implement, information literacy; and

IIIB5 - Recommend that superintendents and principals create a vision about information literacy and provide dollars to promote information literacy projects.

SUSSKIND: Library of Congress?

SMITH (Library of Congress):

IVA - That a philosophical commitment to information literacy as a new principle of learning be made by teachers, school administrators and library media specialists;

IVF - Programs intended to stimulate information literacy at the local level should focus on staff development, demonstration or model projects, research or information literacy programs for creating cooperative ventures between schools and public libraries; and

VIB - Encourage associations of school administrators to offer continuing education workshops, seminars, etc. on resource-based learning.

SUSSKIND: NAESP?

PARTICIPANT: Pass.

SUSSKIND: Do you want us to come back at the end?

PARTICIPANT: Depending on how much time.

SUSSKIND: NASSP?

WESTERBERG (NASSP):

> IIIB4 – Recommend that superintendents and principals create a vision about information literacy by articulating what students should be able to do when they graduate;
>
> IIID1 – Recommend that superintendents and principals develop new ways of assessing learning outcomes through revamping assessment to match articulation of what students should be able to do when they graduate; and
>
> IIIE5 – Superintendents and principals should influence the learning environment by establishing a school structure that fosters the development of resource–based learning.

SUSSKIND: NCLIS?

SWAIM (NCLIS)

> IVA – That a philosophical commitment to information literacy as a new principle of learning be made by teachers, school administrators and library media specialists;
>
> IC4 – Form coalitions of federal, state, and local educational and community organizations to foster information literacy and implement the recommendations of this symposium; and
>
> IB5 – Encourage collaboration among teachers in the disciplines, school media people and higher education institutions to encourage teamwork and integrated curricula.

SUSSKIND: NCSS?

HALEY (NCSS):

> IC4 – Form coalitions of federal, state and local educational and community organizations to foster information literacy and implement the recommendations of this symposium;

IIA5 – AASL forms a task force to develop an "ideal" information literacy/management guidelines statement. Working with representatives from other associations, this is translated into an application package for each discipline/area of the curriculum; and

VB2 – Recommend that the content-related professional organizations and AASL develop process to include library media personnel in curriculum planning, and prepare curriculum guidelines which develop students' abilities to use information.

SUSSKIND: NCTM?

DUBSKY (NCTM):

IB5 – Encourage collaboration among teachers in the disciplines, school media people and higher education institutions to encourage teamwork and integrated curricula;

IB6 – Analyze national standards and studies of educational reform to identify information literacy components; and

IIB5 – Work with other associations (presentations at state and national meetings, articles in journals such as the theme issue promised by NASSP that include suggested school library media center related activities, posters, brochures [**52 Things the School Library Media Program Can Do For You --The Classroom Teacher**]).

SUSSKIND: NEA?

JABLINSKE (NEA):

IA6 – Design teacher education programs that are models of information literacy, pre- and in-service;

IIIB8 – Encourage site-based management; and

VB1 – Recommend that major textbook publishers incorporate the concept of resource-based learning in instructional materials.

SUSSKIND: PTA?

BENIN (PTA):

IB1 – Create an environment that supports emphasis on the learner;

IIIE5 – Recommend that superintendents and principals influence the learning environment through establishing a school structure that fosters the development of resource-based learning;

> VA1 – Establish accountability for developing students' abilities to use information by changing all standardized achievement tests (SAT, MAT) so that higher–order thinking skills are included.

SUSSKIND: It's nice if there is an overlap. We'll have more time to spend on each item. DOE?

DUNN (DOE):

> IIIB3 – Recommend that superintendents and principals create a vision about information literacy by incorporating the concept of information literacy into district or building mission statements as well as articulates what students should be able to when they graduate;
>
> IVC – At the Federal level this means incorporating the policy direction in many Titles and Acts including L.S.C.A, Vocational Education, J.T.P.A, Chapter I and others. Also it means establishing Federal funding to support state and local school district initiatives to implement change for information literacy; and
>
> VC1 – All students have equal access to information both within the school and beyond the school's collection. Associations lobby jointly for incentive–funding at federal and state levels to ensure school participation in information networks. Information about model programs that provide equal access should be developed and disseminated.

SUSSKIND: Patent Office?

MICHALKEWICZ (U.S. Patent Office):

> VA2 – Change regional accrediting standards to include requirements for instructional programs and curricula which a) develop students' abilities to use information, b) integrate library media personnel into the instructional process, and c) broaden the scope and range of resources;
>
> VB2 – Recommend that the content–related professional organizations and AASL develop process to include library media personnel in curriculum planning, and prepare curriculum guidelines which develop students' abilities to use information; and
>
> VC2 – Encourage private sector support for information technology and resources within schools.

SUSSKIND: All right, now everyone check the board. Are the three things that you said up here? Just check us. Remember, that a couple of these are sets. I just want to make sure that we haven't left off the three that you have suggested as we were consolidating.

Now, what we'd like to do is to have somebody who suggested it, take a few sentences, maybe a paragraph, to say why you think it's a good idea. What's important about it to your organization or to you.

If after hearing someone say something in favor, if you have a concern, we will take concerns, okay. It doesn't have to be opposition. It can be just a concern.

What we're going to do is walk all the way through this list. Then we're going to ask each organization to pick from this list your highest priority to be on our final list. That's why we're listening to the concerns and the advocacy. To help you make that choice.

It may not be one of the three you put forward originally, in light of things people said. The idea is to be influenceable and to influence by what you say.

So, we'll go in the order that they're up here. VIA. Would someone like to say a word in favor of VIA? It says, "encourage organizations represented in the conference to join the coalition." The coalition, you will remember if you read the materials in preparation for the conference, references a recommendation of the ALA report which you've received.

Now, would someone like to speak about that?

MORRIS: The group that I sat in with, the AASL and the ALA people, felt that was the highest priority. Building the coalition of organizations would probably help the rest of it happen.

SUSSKIND: Could you say a bit more for those who may not have read the report as carefully as you have?

MORRIS: I'll let Patricia speak to that.

BREIVIK: Another thing that's up there is IC4--Form coalitions of federal, state, and local educational and community organizations to foster information literacy and implement the recommendations of this symposium--which basically, I think, addresses the same concern although it says to form a coalition.

HALEY: That's different. IC4 and VIA are different. They're different levels. They're not the same.

BREIVIK: Okay.

SUSSKIND: Could you just say a bit more about the coalition and its mandates.

BREIVIK: The coalition is only in the process of being formed. There's only been one meeting, just this past week.

But, the concept was that there are national organizations, such as those that are represented here, that have overlapping interests in this area. I mean, our overall missions are much broader. But we come together on this one point.

Since it's an area that's only beginning to be looked at, it would be helpful to set up a network for some ongoing communications, and there were a group of about six organizations that met this past week--the American Association of School Administrators, the Education Commission of the States, the Council of Independent Colleges, NCLIS was represented there, as was the Department of Education Library Programs, I'm forgetting one other one--to start to talk about what it would be in terms of sharing information, in terms of promoting incentives to acknowledge programs that do well in this area. That type of thing.

So, we expect to have within a month and a half or so to distribute to organizations, a draft of a charge of what we think the coalition could do.

BAINBRIDGE: I think there's one important extension, too, the difference between that coalition and this group.

This group includes representatives principally of education and libraries; that group includes, in addition, representatives of Federal Government, local and state Governments and representatives of business, which is different than what we have here.

SUSSKIND: Does anyone have a concern about this recommendation?

PEARLMAN: Obviously, people who want to have a coalition believe they can really extend the power. My caution is there are many, many coalitions that spring from Washington on a number of things.

Our group doesn't do this. But there are other groups that join coalitions and don't do much about it.

The real problem is, I would say, that a powerful idea and concept, even initiated by one organization, travels a lot better and has more potential than a fuzzy idea with fuzzy vision with a whole bunch of us behind it.

My caution is that while it might be appropriate to have a coalition around some kind of specific, very specific thing that we want to do actively together--often that's a lobbying effort or it's a campaign around something--to have a coalition around a concept might not really do the job.

So, I'm not saying yes or no. I'm just saying that I think it may be jumping the gun here.

BREIVIK: And I agree. I wouldn't ask anybody to blindly say they were going to join a coalition when they don't have something in writing in front of them.

I think it was just the decision of the ALA Presidential Committee on Information Literacy that those organizations that are going to join should be involved with making that charge very clear, and we're in the process of doing that.

I don't think it would be appropriate for anyone who is in an organization to join something before they knew what the charge was. But, if this group was supportive of the idea of seriously considering a Coalition once they have a document in front of them, I think that would be wonderful.

BAINBRIDGE: I guess the other thing that's very important is, ALA has already adopted the notion and the people around this table want a voice in that procedure.

If the people around this table want a voice in that procedure, then I think they ought to have the opportunity to be included. If not, it's going to go ahead without them.

SUSSKIND: The purpose of the commentaries is--and this is the right example of what we want to do--if someone feels strongly about something, they should say so. If someone has a concern, they should say so. We're not trying to reach a conclusion and we're not going to take a vote on each one.

What we want is for this to be an inclusive process. So that, at the end, if you're still convinced something is most important to you, it's going on the list. But if someone raises a concern and you may then want to change what you think is most important, then you will have a basis for doing that.

So, we're not going to vote on each one of these, and as long as you're firmly convinced something is most important, it's going to be on the list because that's how you will go with your vote. Just so that everybody understands this procedure.

We're trying to get all the concerns out on the table and make sure each organization gets what it most wants on the list.

Does someone want to speak to I - Teacher Education, A - Curriculum Reform and Teacher Education, 2 - Hone Teamwork Skills? That is, provide incentives, support and time for information professionals to learn these teamwork skills.

Does someone want to speak to IA2? You can speak to more than one thing, by the way. You're not giving up your subsequent rights to speak to something. No comments necessary, that's okay.

Does someone have a concern about IA2? Do you want to speak to it? A concern about it? IA2, any concerns you want to raise? No?

SUSSKIND: IA3 - Teacher education. Curriculum reform in teacher education, reinforce field experience - stress importance of the careful selection of supervising teachers; and the responsibility of the teacher education institution and the host school to provide a high quality learning experience.

PARTICIPANT: I feel if we're going to accomplish anything we need to start at the grass roots level. Selecting good supervising teachers and having a good experience with student teachers will be a good place to start.

The same way with number IA5 - Stress in-service training, work with State departments of education. If we're going to accomplish anything, we have to have some in-service training to get all of this done.

SUSSKIND: So, IA3 and IA5. You just heard a comment.

HALEY: I'd like to speak to IA5 because I think those are the wrong actors. State departments of education, to my knowledge, are not involved with in-service training in as much depth as school districts are. So, it seems to me that in-service training is important, but I wouldn't put all my energies with state departments.

PARTICIPANT: But they're the ones that drive it.

HALEY: Not in every state. I don't believe that's correct.

SUSSKIND: Can we say work with state departments of education and school districts so that it covers the national situation?

HALEY: I think so, but just say "stress in-service training." I think in the places where it works, it will work.

SUSSKIND: For example, "work with state departments of education or school districts."

HALEY: That's fine.

BOLT: Along those lines, for there are state library agencies that have responsibility for in-service training for schools, as well.

For those of us who have a role in providing in-service training we'd like to be included as one of the agencies that has the responsibility for in-service training.

SUSSKIND: So, we'd say, for example, "work with state departments education, school districts, or state library agencies."

So, if we're going to end up with a version of IA5, we will expand the description in the phrase that follows it to cover the broader array of groups that provide such in-service training.

BAINBRIDGE: It's a small thing, but for the record, it should be school systems, which is the general term throughout the United States.

SUSSKIND: Instead of school districts I use the term school systems.
Does anyone else have anything to add on IA2, 3 and 5? No?

SUSSKIND: What about IA6 - Teacher Education. Curriculum reform in teacher education; design teacher education programs that are models of information literacy, pre- and in-service? Anybody want to speak to IA6?

JABLINSKE: Those of us who are teachers teach as we were taught.
I think for teacher education programs, models of information literacy both at the pre-service and in-service level would help us be much more comfortable with using that type of teaching technique in our classrooms.

SUSSKIND: Any concerns about IA6? No? Let's move on to IB1 - Teacher Education. Curriculum reform in schools; create an environment that supports emphasis on the learner.

BENIN: I selected that because I tried to be both fundamental and all inclusive. This recommendation addresses many other levels from which other things flow. If you don't have an environment that supports the emphasis on the learner, you can't do these other things. So, it seemed fundamental.

BAINBRIDGE: I think everybody here agrees with that. The problem is how do you implement it? That's the only question I have.

SUSSKIND: Obviously, when you go through these documents --you see that some are statements of philosophy, some are general kinds of actions, and some are very specific kinds of actions. There's no reason we can't have a blend of all of them.

HALEY: I had trouble with a couple of statements that were philosophical statements. I wonder if you can tell me in this blend how those philosophical statements are to be used and implemented?

SUSSKIND: Well, it is the facilitators task to take whatever comes out of this morning and to prepare it as a collection without changing it. But conceivably we could order the recommendations so that the statements of philosophy could be a preamble, and things that are general recommendations and things that are specific could be pulled together and they wouldn't necessarily have to go in the order of the format that we worked out yesterday.

HALEY: Because I would have a problem, for example, if this went in there, or a couple of other ones were included, as policy recommendations. Because you can't have a policy "to create an environment blah, blah" that you'd expect to try to enforce.

BENIN: In our groups we emphasize there is no sense for action if you don't have a grand plan, if you don't have a grand philosophy. That's why I'd like to see at least one or two of these.

HALEY: Yes, I think that's right.

SUSSKIND: I think people who feel that way, they're going to cast their priority vote around the strongest statements of philosophy. And others, who want to be more concrete, will cast their primary vote around the specific recommendations.

We have room for both, and we will attempt to organize and render them in a way that the whole package makes sense to all.

Okay. IB5 - Teacher education. Curriculum reform in schools; encourage collaboration among teachers in the disciplines, school media people and higher education institutions to encourage teamwork and integrated curricula. Anyone want to speak to it?

MARTIN: I'll speak to that. If you'll excuse me, in a sense, that wraps in everything that NCLIS has identified because what we did was choose a group and say, all right, we want to have a statement of principle and that was the over-arching commitment. That was the IVA, I believe--"That a philosophical commitment to information literacy as a new principle of learning be made by teachers, school administrators and library media specialists."

And then, IC4 is the coalition of organizations. IB5, which is this one, is talking about how you incorporate the individuals into the structure. And what was the last one? IIIB5 is the external. How you sell it. How you communicate the vision to the population at large.

SUSSKIND: Concerns about IB5?

SWAIM: We had one comment about IVA which was philosophical. We wanted to restate IV A--to make it more active. It could be more specific, i.e., "That the education community make a philosophical commitment to information literacy as a new principle of learning."

SUSSKIND: You're saying that for your group that there's a direct connection between IB5, IVA and IC4? Can we try to take each one in the order that they came. We will come to IV A and we will come to IC4.

But people understand that the reason you think IB5 is important is that you see it as part of the package.

Any concerns about IB5?

BOLT: Just that I would interpret the term school media people to be combinations of school media specialists in AASL and other associations that work more powerfully.

HALEY: I don't really interpret it that way because one of the things I recall we spoke about in this group, was encouraging the idea of collaboratives at the local level among colleges, universities, schools and so forth.

So I don't see that as an association collaborative, although it could be. But I think in our discussion it was focused on collaboratives at the local level as a concept.

SUSSKIND: Okay, IB6.

DUBSKY: The National Council of Teachers of Mathematics has just come out with a standards book in which we incorporate information skills specifically with our statistics portion. The section describes how people process information, what to do with it when they get it, and so forth.

Additionally, ten years ago we had our own agenda for action and I think it might be helpful for the organization to look at agendas that other organizations already have come up with to see where they fit in.

SUSSKIND: And you incorporate that under 6? When you analyze national standards you include those recommended by other organizations?

DUBSKY: Right. That is somewhat repeated in IIA6, the way teachers teach; each school redefine, redesign, reaffirm (as a total school community) the school library media program in relation to the mission of the school.

SUSSKIND: Okay, concerns about IB6?

BREIVIK: I just would like to support it. I think that's a great idea.

DUBSKY: I think especially if you want other organizations to buy into what you're trying to do and have a say, it is important to show that you have considered their needs--in this, this and this--so it's not going to be a big change for them.

SUSSKIND: This is probably an appropriate moment to note that the report that will be issued of this event will include the final set of recommendations with a paragraph discussion under each.

Now, IC3 - Teacher education. Schools in context; recognize that we are talking about a reconceptualization of education - systemic change.

BARRON: Much like the PTA representative, I believe this recommendation falls in the same category as a general overview statement, and I certainly believe if you're truly talking about education in the 21st Century that this really should be included without much dialogue.

HALEY: It may go without much more dialogue, but I'd just like to stress a concern that systemic change is an incredibly difficult thing to accomplish and that it often happens in an incremental way. And I think that we should be accepting of both incremental change and even design incremental change that would achieve systemic change.

I would be concerned about accepting a goal of systemic change which would stop us at the borders.

I think education is going through a systemic change and we're part of that. What we're trying to perpetuate as a result of this conference is not to establish systemic change, but to be participants in that change.

BARRON: I agree with the principle.

BOLT: Good. I do, too, because I think if we only look at the incremental changes we never know in what direction we're going. But, I would also support having some philosophical statement that's really important, to set the context for why did what we did and hooking on to systemic change that we see through other ways. This helps us along incrementally.

PARTICIPANT: If people perceive us as merely participating in a tinkering of educational change then they will write us off.

You have to look at what is actually going on and project ahead, based on our experience collectively and individually and say, these are likely to be the changes that are going to occur in the next 20 or 30 years.

I think this statement summarizes it the best that I can find anywhere in this document.

HALEY: Can I just clarify that I agree. You absolutely have to have a goal. I think if we sit down and talk about reconceptualizing education as the goal we're in big trouble. I think if we work towards systemic change, we're in good shape. If we participate in the work toward systemic change, we're also in good shape.

I just want to clarify that.

I understand what we're involved in, and I think your statement most closely helps. But I would be very uncomfortable as a group, if we thought we could reconceptualize education.

SUSSKIND: Several of you feel that there's got to be some philosophical statement, or statement of goals, so that statements of action are connected to something. Therefore, it seems to me we ought to have the option of recommending both action and philosophical statements. IC4, the recommendation concerning more coalitions. Can we get the distinction clear between this recommendation and VI - Encourage organizations represented at this conference to join the Coalition?

HALEY: I think the coalition of national organizations is important, but, I think national groups should also encourage coalitions at the grass roots level. I see that as a distinction between grass roots and top down.

I think both are good models so we have to encourage both.

SUSSKIND: This is close to the concern voiced earlier by AFT--local grass roots coalitions and not national coalitions.

PEARLMAN: That's not what I stated.

SUSSKIND: Did I misunderstand the concern you raised before, about the national coalition idea? I'd like to be clear regarding the options are that are on the table.

PEARLMAN: I was saying that the coalition idea, while it's a strategy that everyone always adopts, often results in weak coalitions of organizations that get together for nothing.

I'm saying some of the initiating parties here have to map out in concrete terms exactly their revision of the media work and the school librarian's job. It's around that revision that we can coalesce.

In fact, I have a suggestion which came to me after I made the last remark. The real thing that coalitions do often best in this field is get together and we go to conferences.

It might be a good thing to have a conference called "What is information literacy, or is it anything?" in which people can discuss the issue. You know, there may be some philosophical discussion about it.

People could present "Here's what we're doing at this school. This is an example of developing information skills. Here's the librarian working with teachers on a certain kind of project."

So, we start to kind of map out in concrete terms just what this animal is that we're talking about. We all will get a better feel for it, and we can communicate that concept amongst ourselves.

SUSSKIND: It's not a question of national coalitions being less effective than local coalitions. It's that coalitions are less effective than actions.

PEARLMAN: I'm saying, my caution is, if we form a coalition right now around information literacy, we will have nothing.

PARTICIPANT: I worked on this recommendation the first time around.
If my recollection is correct, the intent here was not so much focusing on the coalition, but the dissemination of information, the sharing and working cooperatively to get information to the local level.

Clearly, the group felt that decision making ought to occur on the local level, but, it should be intelligent decision making. Part of the intelligent decision making process ought to come from information received from an active working group of the professional organizations that have a vested interest in the concept.

SUSSKIND: Any other concerns about IC4? Let's move to IIA – Each school redefine, redesign, reaffirm (as a total school community) the school library media program in relation to the mission of the school. Any concerns?

PARTICIPANT: The total statement, IIA, may describe the group's sentiment, but my intention in using words like redefine and redesign was more in keeping with the systemic change, which I favored.

I believe each school should redefine and redesign--I want to leave out reaffirm, for the moment--redefine and redesign the school in terms of information literacy, if that's what we call it.

MORRIS: I agree with what he is saying. It isn't up to school library media people to tell teachers how to teach. It's important to show how information literacy fits within the whole school system.

WEAVER: I'd like to comment about this particular issue because I feel very strongly that it is the responsibility of the school library media specialist to help teachers do their job.

In order for teachers to change the way they teach, they have to have some incentive, they need to be shown what the benefits are. I see that as a responsibility of the school library media specialist.

HALEY: Can I just have a point of clarification? Are we not just talking about the recommendation that begins, "Each school redefine..." that's all. We're just talking about that statement?

SUSSKIND: Who was it who proposed IIA by itself?

PEARLMAN: We did.

SUSSKIND: Since you're putting it on the list, I think we should entitle you to make the revision that you're suggesting. Could you say it again so people could put down the words the way you would hope they would read?

PARTICIPANT: The school redefine, redesign its mission in terms of information literacy.

SUSSKIND: Okay. Now, IIA3, any comments on IIA3 - The way teachers teach. Each school redefine, redesign, reaffirm (as a total school community) the school library media program in relation to the mission of the school; the school library media specialist is assertive in getting this to happen?

WEAVER: If the way teachers teach is going to change so that it reflects the concept of information literacy, the school library media specialists and school library media center have to present their reasons why it's important for them to change and describe the benefits of using the resources of the school library media center.

We are emphasizing the assertiveness of the school library media specialists.

JABLINSKE: I'd like to go back to A. I would hope that we define the school as the total community.

PARTICIPANT: I'll accept that.

HALEY: So the recommendation should now read "Each school as a total school community, redefine, redesign the mission of the school in terms of information literacy?

SUSSKIND: Right.

HALEY: Could I speak a little bit to recommendation 3, "media specialist is assertive in getting this to happen." I want to talk to it in relationship to 11, "Media specialists make teachers library literate and comfortable with library media program (teachers must be motivated to want to use/choose to use the school library media program), which I know isn't even up there.

I think language is really important. Even though I understand the original intent, too--you know, because I'm a social studies teacher. I'm concerned about the term in 11 that says "media specialists make teachers library literate."

I'm not concerned about your assertiveness, but I'm concerned about the fact that it's a teamwork effort. So, it would seem to me, that we say the library media specialist works cooperatively in getting this to happen, or even assertively and cooperatively, or something, because it is a team effort.

PEARLMAN: Take the leadership.

HALEY: It is a team effort. I just think that it helps a little bit. You want to get the strength in there but I think you also need--

BOLT: This is why we chose 3, "Media specialist is assertive in getting this to happen," because the media specialist needs to be assertive not just with teachers, but with the school principal and with the curriculum supervisor and the curriculum development committee, and with the PTA and with the school superintendent.

It's constantly being persistent and putting forward the concept of information literacy at all levels.

SUSSKIND: The suggestion, if I understand it, is to change the wording of 3 to "make media specialist take the lead in getting things to happen?"

HALEY: That's correct.

WHITNEY: I would very strongly support the change in wording to leadership. The library media specialist cannot be perceived by the teachers as trying to cram something down their throats.

BOLT: That's not what assertive means.

SUSSKIND: But it's seen that way. Perhaps there is another way you can word it to accommodate the concept.

WEAVER: There's the flip side of that, though, too. We're really playing semantic games here in some ways. But, it's a perception of what the terms mean, you're right.

Speaking as an administrator, I do not see the word assertive as negative. In fact, if I wrote the word leadership, I'm afraid people may interpret that too softly and not take it as strongly as I think it's intended to be meant.

I think it was Bob from AFT that mentioned on Friday about all the librarians, media people, being laid off in the Boston area whenever they had a budget cut.

My contention is, first of all, they weren't valued sufficiently. Part of the reason they weren't valued sufficiently was because they didn't work cooperatively with the rest of the staff to the point where the total staff felt that they were involved and they were a vital part of the school.

That's a perception on my part based on what he said. Beyond that, I think they have to be a spokesman for their program and really be forceful in that role.

Maybe we need to use both terms in the statement. Maybe that's a compromise way of doing it.

SUSSKIND: If you put the two together, "media specialists must be assertive and take the lead in getting this to happen?"

WEAVER: Fine.

HALEY: That's good.

FORBES: I still think if you're going to say assertive leadership on the part of the librarian, it's got to be with the blessing of the principal.

BOLT: That's what assertive leadership means--you convince the principal. You don't sit back and wait for the principal to say, "now be an assertive leader." It will never happen.

FORBES: I keep hearing school librarians say it hasn't worked. The principal isn't listening.

WEAVER: It goes back, perhaps, to in-service training. Instead of in-service training in librarianship, we need in-service training in leadership or in management and negotiation. Some AFT kinds of things.
(Laughter.)

PEARLMAN: I have membership forms.
(Laughter.)

SUSSKIND: At the moment, IIA3 is modified to read "the media specialist is assertive and takes the lead in getting this." Now, this refers to the revised A to happen.

BAINBRIDGE: It seems like we've lost something in transition. Now that we're dealing with information literacy, rather than the school library, we have to make a connection that the school librarian is an expert on information literacy and we haven't done that.

WHITNEY: A3 does.

BAINBRIDGE: The school library media specialist uses Information Power to connect the whole notion of information literacy to the school.

SUSSKIND: Okay, IIA5 - Each school redefine, redesign, reaffirm (as a total school community) the school library media program in relation to the mission of the school. AASL forms a task force to develop an "ideal" information literacy/management guidelines statement; working with reps from other associations, this is translated into an applications package for each discipline/area of the curriculum. Does anyone want to make a comment?

HALEY: This is what I had as a top priority. It wasn't so much the task force as the idea of working with other associations to develop curriculum guidelines because all associations, in the content areas at least, have curriculum guidelines.

My view is information literacy ought to be an important part of that. So, I think this is a high priority to work with all the associations to develop their curriculum guidelines so they include information literacy.

I'm not as happy about the wording, but I'm very committed to, or I should say, we're very committed to the idea.

SUSSKIND: You're not hung up on creating an AASL task force? You're saying that we should develop an ideal infor- mation literacy management guidelines statement?

HALEY: I would say "work with other associations to develop an ideal information literacy management guideline statement."

SUSSKIND: And continuing, "This statement should be translated into application packages for each discipline area."

HALEY: I think that's a high priority.

PARTICIPANT: I'm a little troubled by that. Again, thinking of conversations that we had yesterday on that topic, I wouldn't argue at all with what you've stated, but I think there is work that AASL needs to perform before they start working with the other organizations. They need to be a little more specific about what information literacy means before they go to the other associations.

And your statement is absolutely correct. Many of the concepts are already embedded in NCSS's or the National Council of Teacher of Mathematics guidelines. Therefore, they should look at the documents of the other organizations.

I don't know if a task force is necessary.

HALEY: That just shot my clarifying statement.

SUSSKIND: Is there still a concern to be expressed?

PEARLMAN: The one about making guidelines, curriculum guidelines, I think the one word I like in the recommendation is the word "application."

What I want to liken this to is a major study that has been done by the American Association for the Advancement of Science called Project 2061. The document contains a list of science skills that everybody ought to know. AAAS probably did the best document I've ever seen in the field of science because it contains all the wonderful things that I'd love to bring about myself in science. I was tremendously impressed by their document.

But, the way they did it. The development of the document was Phase I and it took about three years of work. And now they're going to go into Phase II, which will take a few more years during which they're going to get teachers working on applications on how to implement the recommendations.

The first impression that you get when looking at these guidelines is no one in the world can learn all that stuff. It's a life-long task, but it's suggestive of a mode of functioning and learning. It suggests a course in this, a course in this, a course in this. AAAS wants to encourage an active learning kind of mode. They want to be able to show how these skills can be acquired and appreciated, loved, et cetera.

One of the purposes of IIB4, "Develop videotapes that are slick and tell the story to each area/discipline specifically," is to tell the story.

What you've got to do also, I think, is tell the positive story and the small visions of the way people are working and getting across these information skills--teachers and librarians working together.

I work in the educational technology field. I can think of lots of them. I think the National Geographic "Kids Network" is an incredible example of a national project that does all we're talking about.

I think that the work--you may not be familiar with it--that Campbell here has done on co-developing "The Grapevine" videodisc is another incredible example. The work that Fred D'Ignazio has done around the country in getting teachers working with kids, going out in the community and videotaping the lives of old people, what's going on at the fire department, or whatever is going on in the community, the pollution problems in the river are other examples.

These are roles of active learning community documenters. Getting the information, processing the information, telling the story. There's a tremendous role for library media specialists in this kind of world.

What I'm saying is you can develop or pick out project examples. Get them on the videotape and that will tell the story one hundred times better than coming up with a very abstract concept or a bunch of abstract guidelines.

SUSSKIND: Any concerns about IIB4?

BAINBRIDGE: I'd like to be for it.
(Laughter.)

BAINBRIDGE: But I have one concern if the recommen- dations are to be disseminated and that's the word "slick." I can see Pat Jablinske at UCLA picking this up and saying, "Librarians ought to be slick."

PEARLMAN: I accept the amendment.

SUSSKIND: Develop videotapes that tell the story.

PARTICIPANT: I just wanted to say that Bob was so persuasive on this over dinner last night that we're already rounding up the money to do it.

SUSSKIND: IIB5 - Work with other associations, e.g. presentations at state and national meetings, articles in journals such as the theme issue promised by NASSP that include suggested library media center related activities, posters, brochures **(52 Things the School Library Media Program Can Do For You, The Classroom Teacher)**.

DUBSKY: Representing math teachers who are very resistant to anything that even smacks of being outside of mathematics, I think this group needs to do a hard sell, a lot of PR work.

I think this goes along with IIB4 in terms of math teachers, especially, and somebody must show them how this is applicable to them. They're not going to take your word for it. One way to do that is by having classroom activities published in the Journal for Mathematics and journals of the other disciplines. It's more apparent how librarians can be helpful in other subjects than in math.

So, I think you have to be very explicit if you want to sell this idea.

SUSSKIND: Are there other concerns on IIB5? If not let's go to IIIA1 – The way schools are administered. Recommend that superintendents and principals reach out to the community to gain support for, and to implement, information literacy; students should have access to learning resources beyond school walls.

BOLT: We chose this recommendation. Students should have access to learning resources beyond school walls to really incorporate two ideas which are recommendations 3 and part of 4 under this section. It's really important that school library media centers be automated and that there be access to state-wide data networks and to automated databases so that they're not confined to what is actually in the school media center, but have access to a wide range of resources.

The other thought is what happens at the end of the day when the kids have some homework assignments and the school library media centers are closed? Either they need to be open or there needs to be full cooperative relationships with public libraries and academic libraries close by to help incorporate what they do with the students and what the school wants the students to learn.

WEAVER: I would just like to add that we also felt that the kids live in a whole world, not just in a classroom or in a school, and that it's real important for them to learn about the resources and have access to them in the whole world.

BOLT: We really want them to learn skills that they will use for the rest of their lives. We need to encourage them to have experiences with resources beyond the school media center and the classroom so they can develop those skills.

BENIN: I'm very supportive of this recommendation because this encourages some of our equity concerns. We have children in different school districts with different monetary resources, coming in to school centers from different kinds of backgrounds and we want to make sure equal access is part of any plan. This recommendation encourages it.

SUSSKIND: Now, let's look at IIIB3 – Incorporate concept of information literacy into district or building mission statements. No concerns?

Then let's move on to IIIB4 – Articulate what students should be able to do when they graduate.

WESTERBERG: I'd like to talk about IIIB4, IIID1 – Revamp assessment to match articulation of what students should be able to do when they graduate, and IIIE5 – Establish a school structure that fosters the development of resource-based learning, as a package.

I firmly believe that many of the problems facing schools, K through 12 today--the reason for many of the criticisms being leveled at education, is that those of us in that system have failed to come to grips with the products of K-12 education.

Or, stated in another way, we have failed to identify and articulate clearly what it is that we expect kids to be able to do when they graduate from our schools. We have avoided the issue because it's difficult and because there are a lot of different interest groups.

So we collapse in a heap of--well, we'll just try do it all and if we don't identify it very clearly, maybe nobody will pin us down. We'll fall back on the excuse that what we do can't be measured. It's problematic.

I further believe that like it or not, and most of us in education oftentimes don't like it, what gets tested, gets taught. What is measured is valued.

And then, finally, of course, the school. If you want to encourage information literacy skills or resource-based teaching, the school must be to structured to enable the professionals and the children in those schools to gain these skills.

And so, I believe that we must decide what it is we want the kids to be able to do when they graduate from high school, and of course, I would include in that the information literacy skills. We have to then assess what we value to include information literacy skills.

And finally, we have to restructure schooling, particu- larly high school schooling, which is my area of expertise, to enable, empower people to bring that about.

SUSSKIND: So, you would like to see those three considered as a set?

WESTERBERG: I consider them as a set because I don't think you can separate what you teach from what you test and how the school is structured. To me, that's the package.

SUSSKIND: In the same way as people have said I'm for VA1 through 4. If no one has an objection, would you want to treat D4, D1, and E5 as one?

Unless somebody has a problem with linking those three together in the way that you just heard--

HALEY: I don't have any problem with linkage. I'd just like to bring up an old saw, not because I'm particularly committed to it, but I want to be sure that if we establish what kids will have in information literacy, that this is the one area where there should never be a floor. In information literacy skills, we want them to have it all. Too often we tend to say, this is what kids should know, to sort of get an average.

So, I would encourage that we make sure that they're really all able to have good access to information and good information skills. It should be at the highest levels for all kids. We should guarantee that when kids leave us in the 12th grade, this is what they'll know.

When we talk about information literacy skills we ought to be very careful that we talk about the ceiling, not the floor.

WESTERBERG: I'd also like to clarify, too. I didn't say that we should identify everything we want them to know. I'm saying we should select what they are able to do.

HALEY: And that should be that they should all do everything, not some of them do it at this level.

WESTERBERG: I don't object to what you're saying.

PEARLMAN: I just want to ask a question. On this D1 assessment thing, I wonder if we can't be more specific. You're talking about what kids can do. So, what you really are talking about is a way to assess that is not through standardized tests, but through portfolios.

WESTERBERG: Projects, demonstrations, exhibitions, portfolios.

PEARLMAN: You say something like we have assessments to include portfolios, performance, projects so kids can demonstrate.

WESTERBERG: That's certainly what I mean.

HALEY: Why not just assessment procedures?

PEARLMAN: That's different. I think what we're really saying is--we're talking about new skills that involve doing things, and in this, the only way to judge is through presentation and projects and performance and portfolios.

SUSSKIND: Can we put at the end of the sentence, in parentheses, i.e. focus on such things as projects and portfolios?

PEARLMAN: Right.

SUSSKIND: After the words, "they graduate," i.e., you will focus on such things as projects, portfolios, demonstra- tions, et cetera, so it's clear it's not the method of evaluation and the margin that you're fiddling with. It's a major shift in focus to what you're evaluating.

BENIN: So then that does not include IIIE5 or VA1 which dealt with testing?
I like his package better than I like my package right now. It's very persuasive. But I'm down the line at what we do currently use for measures of accountability and they're not portfolios. Those are really better measures that you're suggesting.
How do we bring in the testing package to these things, also?

SUSSKIND: I'm lost here.

BENIN: VA1, the recommendation that states "Change standardized tests so that higher-order thinking skills are included (SAT, ACT)" -- the standardized tests which are still being used.

BREIVIK: I think we need revisions in those, as well.

BENIN: That was my recommendation. I agree with your statement completely. They're not going to teach it unless it's tested down the road.

BAINBRIDGE: I think we're dealing with two different kinds of problems. One is a political problem and one is a standard teaching and learning problem. If we don't deal with the standardized tests, we're not going to get empowerment from the school boards and superintendents. I promise you that.
In all those years as an administrator that's all I ever heard about, test scores. We have to address it somewhere. We're going to have to get that empowerment.

SUSSKIND: So you see them as totally separate?

BAINBRIDGE: Yes, sir. One is a political issue and one is a real teaching and learning issue.

BONIFIELD: Just as a point of information for this group, Howard Gardner and David Feldman at Tufts are currently working on research which is aimed at new ways of assessing children's learning, which is now just under way. So they are working on this. They are looking at portfolios and other things.

BAINBRIDGE: Anne Stubblebeam is doing similar work.

SUSSKIND: So, we are considering B4, D1, E5 as a package. We have talked about B3. Does someone want to say something about IIIB5? It begins, "Sell the vision of information literacy to key constituencies, including parents, the business community,-- et cetera.

PARTICIPANT: I think we felt that this is something that would have to go on concurrently with whatever was going on within the education and school media professions to be able to sell the vision, sell the idea so that whatever resources-- if any--were needed, would be accepted by the community, by the parents, whatever. It is kind of an essential building block in the external world.

SUSSKIND: Okay. Any concerns about III B 5? Then on to IIIB8. This is the recommendation that encourages site-based shared decision making.

JABLINSKE: I believe in order to truly promote information literacy there has to be a collaborative effort by all the education personnel in the school. It doesn't work if it comes from above or comes from without, or just one individual. It's got to be a body provided by the entire teaching staff. So, I believe that is one of the major avenues that needs to be used in order to help all of us understand the value of information literacy.

Information literacy will help children learn in all subject areas. It is important to promote that understanding at the local school level and a decision must be made by that faculty or the staff to go in this direction.

WESTERBERG: I'd like to speak in support of that. If I could have picked a fourth choice this recommendation would have been the other part of the package that I spoke to earlier. We must determine what it is we want kids to be able to do, and then structure the school in a way to make that happen.

All of these changes can be done through a collaborative school-community based group of teachers, at the high school level, certainly. Students, the business community, parents, administrators can work together to determine the outcomes, the assessments and the structure of the schools.

SUSSKIND: Other concerns? IIIC1 through 4 were presented, if I understood it correctly, as a group. There was no leaving some in and taking some out. So, IIIC1 through 4 is one set of recommendations.

Does someone want to speak to the package? Any comments on the contents?

PARTICIPANT: I'm always concerned about the "all or the nothing approach," and in C2 it says, "serve on all restructuring and curriculum committees." That's probably an ideal, but in reality it would be impractical because there are so many committees running concurrently.

SUSSKIND: Do you propose taking out all?

PARTICIPANT: Yes, take out the word "all."

MORRIS: The same with number 3. It would be nice to do, but how are we going to manage it?

SUSSKIND: So take out the word "all" on both recommendations 2 and 3. What about C1? Do you want to use the word "all" there?

HALEY: No, leave it there.

SUSSKIND: Any other concerns about IIIC1 through 4? Then let's follow Bill's suggestion and look at VI.

Roman numeral VI, you realize, came from Group Three. The group developed seven additional recommendations that do not refer specifically to "The Way Schools are Funded," so they were placed in a separate set. We talked earlier about VIA. We also have a recommendation on VIB.

Does someone want to speak to that?

BAINBRIDGE: It just isn't happening at all. There's such ignorance out there in the school administration world about this topic. It just isn't happening. It isn't happening in written form or in communications. It isn't happening in the National Academy for School Executives Workshops and it isn't happening in AASA workshops.

The whole group of people--the superintendents, the assistant superintendents, principals, department heads--that belong to the alphabet soup of administrative organizations need exposure to this concept. I think they're looking for good programs, and I think you have good programs. I think at least the people at the National Academy--I think I can speak for them--would welcome your participation.

BREIVIK: I think it's nice that our colleague who had the lead from AASA is the one who put that recommendation up there, which seems to be some kind of commitment to do that.

SUSSKIND: Any concerns about VIB?

FORBES: That is why I thought the librarian could not be that assertive until some support came from the other end. The librarian cannot do it without this kind of support.

SUSSKIND: Does anyone want to make a comment about IVA, "That a philosophical commitment to information literacy as a new principle of learning be made by teachers, school administrators and library media specialists.

FORBES: We'd like to see that stated actively. It's passive right now. Say, "school administrators, teachers, and library media specialists make a philosophical commitment."

SUSSKIND: The sentence should be in the active voice rather than in the passive voice, okay? Any problem with that?

Any concerns? Other comments, concerns on this?

SMITH: I think the Library of Congress might, perhaps, add its name to this kind of philosophical commitment in terms of the active learner and the active mind in using library resources. I would hate to just limit it to school administrators. I think it needs to be larger.

SUSSKIND: So, teachers, school administrators, library media specialists and other organizations.

BREIVIK: That brings up a very interesting issue because a lot of these recommendations are equally applicable at the higher education level.

Susan Martin and I were just touching base about this matter. The good work that's being done here has broader application. When the publication comes out, I think that somehow needs to be taken into consideration. I think that practically all of these things that we're discussing apply to postsecondary education as well as K-12. When the recommendations are written up, it is important to look at the implications that go beyond K through 12 and consolidate these recommendations.

SUSSKIND: I presumed we were operating on that principle throughout.

MORRIS: Our group was talking about schools, though. We were talking about how schools are funded, and I think people are thinking K-12.

PARTICIPANT: I'm sorry. Can I insert something here? The American Association of Higher Education was invited and was not able to attend. I am assuming that when the document that results from this meeting goes out, we will probably get at least some reaction from other members of the community.

BAINBRIDGE: AERA, the American Educational Research Association, really needs copies of this and they need to publicize what's going on.

SUSSKIND: Is there any change in IVA that we need to make in the wording? I certainly heard the Library of Congress would like some mention of educational institutions and not just the three categories here. I tried to find words that embrace all levels, so I talked about educators and educational institutions to capture the "all" levels idea.

Any other concerns about the wording on A?

HALEY: I am not concerned about the wording, but I'm assuming this is one of statements that would go in the statement of philosophy.

SUSSKIND: That's my presumption, too.

BENIN: I have trouble with the word "new." We've been doing this for years. There was never a time in which any of us could memorize everything. We always had to go back and learn how to access information.

MORRIS: That was the group I sat in on first and Gordon Ambach was the leader. People were saying that this is really a new way of looking at learning that people have to buy into.

SUSSKIND: It isn't that the activities are new. It's that we're trying to get people to conceptualize more broadly a concept of learning that pertains to different content areas. I think the concept will appear new to a majority of people.

BAINBRIDGE: Back on the specifics.
Aren't we remiss in eliminating teacher educators and educational researchers? Don't they deserve special mention just like the other three?

MORRIS: We said the education community.

BAINBRIDGE: We spelled out teachers, school adminis- trators, library and media specialists, and we ignore the educational researchers and the teacher educators. And a big part of this approach has to do with teacher education and research.

SUSSKIND: The two additional phrases I'm adding are "educators and educational institutions."

BAINBRIDGE: I think that's too general, Larry.

SUSSKIND: What are you suggesting?

BAINBRIDGE: Teacher educators and educational researchers. Teacher educators, to me, includes educational researchers. Maybe we ought to make it more broad then, because the same people who train administrators, hire educators.

MORRIS: Take out the specifics and make it a philosophical statement. Can't we do it and take out the specific people we're talking about?

BAINBRIDGE: Yes, that would be good. We'll move the school administrators, teachers and libraries and then use Larry's words.

SUSSKIND: You mean, they would all be educators and educational institutions?

MARTIN: Congress has even been agitating for an information age commission. So, I think this really becomes a national goal. It encompasses everybody who needs information usage for the year 2000.

SUSSKIND: So, the educational community would capture that broadest mandate?
Does someone want to speak to IVB, the recommendation treating entitlement?

PARTICIPANT: I think that is a very fundamental under-girding concept. In the era in which we live, information access and information literacy have to be as fundamental as the concepts of nutrition and health and everything else.

If we don't provide information access ultimately, we'll never succeed.

HALEY: I'd just like to say that we absolutely have to have an equity statement in our philosophical statement because there are many who believe that information literacy is going to widen the gap between the haves and the have-nots in this country. So, there's got to be an equity statement. It doesn't matter if it's in this recommendation or another one, but there has to be an equity statement.

SUSSKIND: Are you suggesting that we should have a recommendation that addresses equity?

HALEY: I think the recommendation we are discussing is beginning to be the equity statement. I just believe very strongly there has to be an equity statement.

PARTICIPANT: There is even the notion that the whole thrust of information toward information literacy is somewhat elitist. I think we have to say, no, this is fundamental for all citizens.

SUSSKIND: Any concerns about IVB?

PEARLMAN: I'm going to make my last point on this subject because I have to leave.

I still really caution about this whole section, commitment, funding for information literacy, equity for information literacy. I sort of have in my mind an article I'm going to write. It's going to be called "Blank Literacy: What Every Student Has To Know About Blank from the National Council of Teachers of Blank and the American Association for the Advancement of Blank."

You know, everybody's sticking a handle out there. To me, the concept is really fuzzy. I'm not going to make--even though I teach information skills--I'm not going to make a commitment to information literacy.

You know, it is, to me, just a strange, strange concept. I am going to make a philosophical commitment to students as active educational workers, to experiential learning, and to active learning.

I'll make a philosophical commitment to that. I'll make a philosophical commitment to changing teaching so that kids learn in that manner, but I'm not going to make a commitment to the concept that "everybody's got to know this and everybody's got to know that" and they are entitled to this and that.

So what if they're entitled? It doesn't mean it's going to happen. I'm just saying--it's sort of my last word--from my experience and the kind of work that I do, I think information literacy is a pretty fuzzy notion. You'll just be competing with a lot of other literacies.

BREIVIK: I would suggest that maybe the wording in this recommendation shouldn't be information literacy in this particular case. If we're talking about equity in terms of the ability to get to information and to have the knowledge about how to get there, I believe that everybody is entitled.

Maybe the use of the term information literacy doesn't convey that, and I wonder if a friendly amendment might be offered to express the need for an entitlement or equity in terms of access to information and the ability to be able to get to that information.

BAINBRIDGE: And use it.

BREIVIK: And use it.

KUHLTHAU: I think perhaps if we could use the terms access and use. Information access and use may cover it.

SUSSKIND: As strong as your statement is, I would urge the group not at this 11th hour and 50th minute to try to improvise a few sentences to substitute all the way through for information literacy.

BREIVIK: I'm not, but I am suggesting that literacy is an entitlement. We don't talk about health as a literacy. We're saying that every citizen of the United States has the right to seek information that they need, and to have some ability to be able to use it.

SUSSKIND: Pardon the editorial comment, but I think you've got problems with the term information literacy throughout the entire report. You saw it the first thing Friday evening.

It still means different things to different people, but to obliterate it now at the 11th hour, even with this strong statement that we heard, I think is going to leave you with sand through your fingers at the very end.

WEDGEWORTH: I was just going to say that the discussion about information literacy as a term is one that will continue to bedevil the report. It's fairly clear that most of the people who read the report of the ALA Presidential Committee on Information Literacy for this meeting and many of the people who were involved in drafting the report are not comfortable with this term.

However, the report as it was presented was addressing a broader issue. Now, I don't know of any other way to build systems but from the beginning and from the end. Some people prefer to work with the tangible and concrete building blocks of learning. But I know from working at the Federal level, that policy drives funding. If you don't have some kind of concept about where you want to go, it's very difficult to persuade people to give you the funds that will enable you to really activate those building blocks.

Regardless of what term we select, we do have to seriously consider how we can articulate it to more people. There has to be some kind of driving policy orientation such as an entitlement, because what we're really talking about is all of education, not just a few disparate skills.

We're talking about an entitlement, not to assure that everyone attains that skill, but that everyone is entitled to the means to try to achieve the skill as children in school. If you haven't attained that level as an adult, you're entitled to get access to the means to try to attain that level.

I think that in the policy statement it's extremely important to advance our efforts.

SUSSKIND: I should make it clear that we're not going to solve the definitional problem, and that what I will provide is a synthesis of what you've produced and the term information literacy will appear where it appears. The organizations represented here will have to keep working on the refinement of the name--the problem isn't going to go away.

MORRIS: Anybody have a better name here?

PARTICIPANT: We can't do it here, but we have to agree to address the issue and not just pass it over and say it's a problem. It is the most serious obstacle to the implementation of this concept that we've been discussing.

SUSSKIND: You're going to have to define the concept operationally and philosophically to people who aren't in the business in a way that has meaning. You have to capture people's imagination for purposes of policy and funding. It has to mean something to people in practice.

It has to mean something to people who aren't in the practice, and at the moment, it doesn't do all those things yet. Let's not try to redefine information literacy in any one recommendation or for purposes of the report at the 11th hour and 50th minute because that's really where we are.

I think we're talking about equity-type statements regarding it. Let's not improvise the "it" at this time.

All right, item IVF - Programs intended to stimulate information literacy at the local level should focus on staff development, demonstration of model projects, research or information literacy programs for creating cooperative ventures between schools and public libraries.

This is essentially what local initiatives should focus on under the heading of "Program Initiatives."

CAMPBELL: I don't remember that. Why do the cooperative ventures get tacked on? It seems tacked on.

SUSSKIND: Who either wrote it or wants to explain it, or whatever?

WEDGEWORTH: It's the most tangible example of those kinds of activities. There is an already existing nationwide network of libraries that operate cooperatively, and schools are just beginning to become a part of that which gives them access to far more resources than they could have at the building level or at the district level.

And in looking at how the persons who proposed this recommendation said that in proposing priorities for how funds can be used at the local level, we want them to be used on demonstration and model projects which we cannot specify at this point.

And we want them to be used on staff development, which we have a general idea about, but we can't specify at this moment. But, there is a whole series of projects that we know about that are tangible and we want to include those as well.

CAMPBELL: Maybe there are other things. In San Francisco the most tangible experience we've had is failure in trying to coordinate school libraries with public libraries. Such things as the board members saying, well, you can have a bookmobile if it goes from public libraries to a school. So, if it is information sharing, couldn't we simply specify that?

WEDGEWORTH: It isn't that. We're speaking to the problem that you just talked about. There is a uniform record of failure across the nation in these cooperative ventures. The problem is that you have enormous resources sitting right side by side with school districts that aren't being utilized because of turf problems.

*Somehow we've got to get the parti*es to overcome those turf problems in order to bring more resources to bear on learning.

SUSSKIND: If there's a period in the fourth line, after the word "research," okay. I was going to suggest if there was "and research." and then a new set that started with "cooperative ventures between schools and public libraries should be given special attention." You separate the two.

CAMPBELL: I think that helps strengthen the other.

PARTICIPANT: We would have no objection to that because these are just illustrative examples.

HALEY: Can you do that for us again?

SUSSKIND: If you leave the sentence, "or model projects" and then have "and research." That's the thing.

HALEY: I'd feel better about it.

SUSSKIND: And then a sentence that follows, starts with the word "cooperative." "Cooperative ventures between schools and public libraries should be given special attention," okay, as a way of doing those three things above.

It's not the only way, it's given attention but it's severed from all of the others of necessity. You don't have to do the three things above that way. It's a possibility.

BREIVIK: I'm assuming schools means academic, as well as the school.

WEDGEWORTH: No, this is really addressed to schools. Academics don't have the same kind of problems.

Patricia, I'm not trying to argue philosophically. I'm just trying to tell you what the people who were formulating the statement meant when they presented it.

BAINBRIDGE: I really disagree, Bob. In our area we have a very difficult time getting access to college libraries for public school students. It's a major problem.

They can't get even to the Ohio State University with its 22 libraries. We have a difficult time getting permission for gifted high school students even to use those libraries. People that they are trying to recruit.

WEDGEWORTH: I'm not arguing with you, Bill. I'm saying that's not what the people who formulated the statement meant.

If you want to change the statement, that's fine, but that's not what they meant.

SUSSKIND: What can we add to encompass it?

BREIVIK: School, academic and public libraries.

SUSSKIND: School, academic, and public libraries. Three descriptions of kinds of libraries. Okay.

Any problem with that?

BOLT: I don't have a problem, but I have to, in supporting Bob, say that it's exactly because of what you said why we focused on public libraries, because it's been so difficult to try and enable students to use the academic libraries, while the public libraries usually accept them.

SUSSKIND: We don't want to exclude the possibility of those collaboratives, anyway, of doing these things. So, it just expands the type of collaboration. Okay.

We need to move to VA and VB. VA - Establish accountability for developing students' abilities to use information. We have recommendations 1 through 4 as a package. Does someone want to speak to this? We removed 5. Only 1 through 4.

BAINBRIDGE: I think we already stated a position on item 1, but I just want to speak to it.

I think it's extremely important if you're going to get any interest on the part of the policymakers whatsoever, that you try to work with the ACT and the SAT and all of the achievement tests, because it goes back to what Tim was talking about before. If nobody is testing it, then you're not going to get a whole lot of interest on the part of policymakers, and it's going to be a slow process that may not even show results in the next ten years. But it needs to be done.

People need to sit down with the heads of those institutions and talk about it.

SUSSKIND: Does anyone else want to speak to this package of VA? Concerns?

PATRICK: I'd like to say one thing. We did leave number 5 off because of the funding problem. But could we say "encourage research" because I think that until we can establish some research to find out what those accountability measures are--

SUSSKIND: Substitute the word "fund" with encourage--

HALEY: And then include 5.

SUSSKIND: So, 5 is added to the package. But, "encourage" is substituted for "fund." All right. Then, VB. We have 1 and 2 separately. VB1 - Recommend that major textbook publishers incorporate the concept of resource-based learning in instructional materials. Anyone want to speak to that? VB1?

JABLINSKE: I put up VB1 mainly because most of the school systems around the country and most of the teachers deal with textbooks and teach with textbooks and though we're encouraged to go beyond our textbooks, our major focus for our presentations are the textbooks.

So, if the textbook publishers would incorporate the concept of resource-based learning and instructional materials then it's certain to give a lot more support for teachers who are attempting to teach in this manner as far as the school administration is concerned.

SUSSKIND: I know this is a can of worms, but for people who have already asked, the question I have to ask, does resource-based learning in this section mean information literacy as a rough synonym. Not precise. Not exact. One may be bigger. One may be smaller. I don't know which.

But, that's why it's here. It's meant to allude to this whole concept that is, as yet, still not adequately defined.

BAINBRIDGE: Just one other thing to add to that. If you look at all the research that's been done--I hate to admit this. It's embarrassing to admit this publicly, but the truth is that teachers still teach from textbooks and curriculum guides from associations affect textbooks.

But, if we don't affect the textbooks and we're down to what you said, Bill, yesterday--five or six companies that basically control 95 percent of all the textbooks in the country--if we don't affect those textbooks, this is going to be a slow, arduous process.

We don't need it for the 20 percent, the cream of the crop, the very best teachers, but for the other 80 percent, those textbooks are king.

CAMPBELL: I wonder if we considered including software developers? Is that fair?

PARTICIPANT: We said instructional materials.

BAINBRIDGE: I think you are right. I think it's an extension of instructional materials. We were talking about Houghton Mifflin, for example, that has both a textbook and a software division. You are right, there are some software companies.

SUSSKIND: Recommend that major textbook publishers and software developers--

PARTICIPANT: You ought to eliminate the word "textbook."

SUSSKIND: Major publishers; take out the word "textbook."

LONG: I'm not really in opposition to this one, although I guess I'm also feeling that there is value in numbers, or there is strength in numbers.

Other professional organizations have already approached this topic and I think have met with some success. The National Council of Teachers of Mathematics, I think, is making a significant impact on the textbook publishers in terms of the quality of the textbooks there.

The International Reading Association, IRA, is doing the same thing, so, I suspect that some of what we're trying to accomplish is already going to be accomplished through their efforts.

SUSSKIND: So, you think B2 is more important than 1?

HALEY: The sense of B2 is a bit different. We could move to speaking about that because the content-related professional organizations, of which I represent only one, all have curriculum guidelines. In some cases they're very specific on what should be taught. In other cases their guidelines don't define what a good curriculum would include.

So, the second part says that those organizations should work cooperatively to ensure that the curriculum guidelines say they are to develop students' abilities.

The first part is designed to encourage curriculum development that would be a team effort that included the library media personnel.

BAINBRIDGE: I guess when we wrote the recommendation what was on my mind, was that publishing companies are all divided into two very distinct groups. One group is responsible for making the company profitable and making money.

The other group is responsible for editorial content. In my view, I think we need to work with both of those.

People like Bill and other powerful people need to sit down--influential people need to sit down with the people who are cranking out the bucks in these companies and really put the hammer down and say, hey, look, this is our expectation if you want to do business with us.

PARTICIPANT: The two are related in a sense. One is aimed at what you might think of as the corporate level of publishing to make them aware that this is a need. Two is aimed, in addition, to publishing at some other audiences.

But, when a publisher goes to the editorial staff and says, you know, we really need to know something about this concept of resource-based learning, the editorial people will then go to the guidelines developed by the various content groups and say,"what should we do about resource-based learning?"

BARRON: I'd also like to urge this conference not to take the word "textbook" out. I think the word "textbook" needs to be a major focus of our attention.

SUSSKIND: Do you want to make it, then, major textbook publishers, major textbook and software publishers?

BAINBRIDGE: It's also magazines and journals.

BARRON: Producers of educational materials. How about this, "major textbook and instructional materials publishers?"

BAINBRIDGE: Right.

SUSSKIND: Major textbook and other instructional material publishers incorporate the concept of resource-based learning in their products.

HALEY: Could I just make one comment, please? I think Item VC, although it's not up there at all, VC, is an equity statement. It's not on the board. But it's part of that whole equity statement and philosophy. It was meant as part of that equity statement, that all students should have equal access.

SUSSKIND: Let's consider it as a separate statement, VC. Let's put it up there now. Now each organization is to decide how it wants to cast it's two votes for the items that are up here. We're putting up a clean listing of it the recommendations and we'll canvass each group again and put a check by any that gets at least one vote. If it gets a vote, it's on the list.

MORRIS: Do we vote as a group?

SUSSKIND: Yes, we want each organization to make one statement. So, if you have to caucus now, sit where you are and do your caucusing.

HALEY: How many votes to we get?

SUSSKIND: Two votes. And if a recommendation gets at least one vote, it goes on the list. You can say two of the three you said before, you can say two different ones. Okay?

But, we're going to call on each organization and say what two do you want. Okay. AASA.

WESTERBERG: I've been given the AASA vote by proxy here. That is for Roman numeral IC4, prepare teachers/educators to be learners explore applications of new technologies for delivery of education," and Roman numeral IIIC, recommend that superintendents and principals build motivation for information literacy activities and teaching.

SUSSKIND: Okay, good. AASL.

SUMMERS: Ground rule, anything that gets one vote has got to be there. If he puts up something I'm in favor of, I can vote for something else?

SUSSKIND: Yes.

ZENOR: Larry, at the risk of wrecking your process, some of us talked, we looked at the list and I don't think there's anything up there that anybody is wildly opposed to.

It appears that everybody--that everything up there is acceptable in some form. I would move that we accept that list in toto.

PARTICIPANTS: I second it.

SUSSKIND: Does anyone have a problem with that? No? That makes the job much easier organizationally. Now that we've agreed that everything will go on, would you like to know which ones are of slightly higher priority?

PARTICIPANTS: No.

SUSSKIND: Is there anyone uncomfortable with taking this as the full list? No? The next thing that will happen is that I will deliver a summary to the conference sponsors. Included in that will be a draft memorandum, a cover letter, that we presume the conference organizers will use to send the outcome of the conference to all organizations in writing, not just those attending, with a note, I presume, saying we will be in touch with you to see what your time line is and what your procedure is for getting a formal organizational endorsement of this package.

Does anybody at this point have any advice or concern with regard to the process of getting endorsements for this package from the organizations that are here?

HALEY: I always have advice for everybody. Most of our organizations have two or three board meetings a year, so it may take some time because we all have to go through boards. Mine, for example, meets in July. If you don't have a report by then, it will be next January.

SUSSKIND: We will have a report in ten days. What's the right way to move toward organizational endorsements?

Is there any special concern that we should keep in mind about getting organizational endorsements, besides the fact that there will different time lines for every organization?

SMITH: Before we disband, I want to make the statement that I don't know how the Library of Congress could endorse the recommendations, but I do want to say that the Library of Congress does want to know how it can share its resources. If any of you can provide us with ideas about how you could see us being helpful, we'd certainly appreciate that.

BOLT: It seems to me that if you asked for an endorsement of the whole document and all of its recommenda- tions, that's setting up a minimal number of endorsements COSLA may choose.

The Chief Officers of the State Library Agencies might find some of these recommendations really interesting; some of them neutral; some they don't care about; and some which they oppose.

I think that if you want to move forward on this, taking into account what you said about incremental movement, that you have to give the maximum amount of flexibility to choose what they like, move towards that and ignore what they don't like.

So, I would urge you not to ask for an endorsement of the entire document. I think that would be a mistake.

MICHALKEWICZ: I certainly agree. The Patent and Trademark Office has a very broad mission, only one part of which involves any part of this. We'd be very supportive of those things which we would be permitted to be involved in.

So, we would have to pick and choose.

SUSSKIND: So, the request should say, we would hope that your organization will consider this report as soon as possible, but we realize you need to have a time frame sensitive to the way your organization does it's business.

Secondly, we desire for you to look at the whole report and, if possible, endorse it. However, if only sections of it are pertinent to your organization, please at least consider those sections and we'd like you to be clear about what you can endorse from within the report. Okay.

WEEKS: In addition, we also want to know which sections are most important to the organizations to which we are sending it; and a description of actions that are going on already in these organizations. Many current actions may reflect some of the recommendations that have been made.

So, I think we ought to be able to identify those.

BAINBRIDGE: All these organizations, including the Library of Congress, have newsletters and maybe a statement in them that there was organization participation in this symposium this weekend and other information will be forthcoming that might be helpful in stimulating some thought.

I don't know how many newsletters you can count around this room, but it would be incredible.

SUSSKIND: So, in the letter it might ask if they would help make an effort to publicize the symposium. Enclosed might also be a press release about this event that they could use for their newsletter article. That might be another item that the staff wants to add in the package.

MARTINEZ: I wanted to make a statement regarding your input into the Library Services and Construction Act.

I appreciate having been here and heard the general direction in some of the areas. If there is any specific language that you seriously would like to see changed in the LSCA, please send your concerns to the Committee within the next two to three weeks--we're going to be making some very specific changes in the Act.

So, whatever you can--please submit it to our committee or to the Senate. It's better if you have specific language to get it in up front.

I just wanted to make that point.

SUSSKIND: A last comment.

SMITH: Yes. Before we all disband, I just wanted to let you know a bit about the whole new restructuring of the library. The Jefferson Building is being closed this summer for renovation, and in two or three years when it opens up, in 1990-91, we would like to have an area which is devoted to activity center research for families and people who come.

It would be wonderful if we could have a demonstration there of resource-based learning. I would really like you to come forward to help us design this so that it can be a demonstration of what we are talking about.

PARTICIPANT: I'd like to go back to the question of entitlements and I'd like to know if another of our entitlements is another more-than-adequate lunch?

(Laughter.)

SUSSKIND: Is someone prepared to answer that?

YOUNG: Yes.

SUSSKIND: My plan was to end at 11:45 and I'm now turning this over to Ms. Morris.

MORRIS: I just want to say for AASL--I want to thank you for coming on behalf of both AASL and NCLIS. It's been a really valuable experience and the process did exactly what we thought it might. And that is, build a coalition, if you will, or a network of people. I think it gave us all an action agenda. We definitely will be in touch with many of your associations, hoping to do programs.

I think if we do work together, education will be restructured for the 21st Century. If we work together so that kids learn and kids learn in a better way and are able to use information and have access to information, then we'll have been very successful at this meeting.

Thank you all. I hope you have a nice trip home.

(Whereupon, at 11:45 a.m., the meeting was adjourned.)

APPENDIXES

Appendix A Initial Recommendations From The Five Focus Groups

Group I: Teacher Education

A. Curriculum reform in teacher education

1. Content change – work with educational professional associations.
2. Hone teamwork skills – provide incentives/support time for information professionals to learn.
3. Reinforce field experience – stress importance of the careful selection of teachers: and the responsibility of the teacher education institution and the host school to provide a high quality learning experience.
4. Prepare teacher/educators to be learners – Explore applications of new technologies for delivery of education.
5. Stress in-service training – work with State Departments of education.
6. Design Teacher education programs that are models of information literacy, pre- and in-service.
7. Enforce NCATE, regional and state accreditation and certification standards.
8. Include faculty "field experience" for teacher educators.

B. Curriculum Reform in Schools

1. Create an environment that supports emphasis on learner.
2. Emphasize communication skills – include information skills in organizing
3. Invest time in curriculum redesign.
4. Promote information professional as leader.
5. Encourage collaboration among teachers in the disciplines, school media people and higher education institutions to encourage teamwork and integrated curricula.

6. Analyze national standards and studies of educational reform to identify information literacy components.

C. Schools in Context

1. Rethink the role of schools in the learning community.

2. Involve community and parents in development and understanding of the concept of information literacy.

3. Recognize that we are talking about a reconceptualization of education – systemic change.

4. Form coalitions of Federal, state, and local educational and community organizations to foster information literacy and implement the recommendations of this symposium.

Group II. The Way Teachers Teach

Teachers have a tendency to teach the way they were taught, thus the cycle continues.

A. Each school redefine, redesign, reaffirm (as a total school community) the school library media program in relation to the mission of the school.

1. Advisory committee formed with reps from all groups.

2. Principal takes a major leadership role.

3. School library media specialist is assertive in getting this to happen.

4. More and better statistics from media specialist.

5. AASL forms a task force to develop an "ideal" information literacy/management guidelines statement. Working with reps from other associations, this is translated into an application package for each discipline/area of the curriculum.

6. AASL compares new English and Math publications/standards with an ideal information literacy/management program (articles in their and our journals).

7. Local school library media specialist uses the packages and translation to work information literacy/management into local curriculum

8. Get strong representation on regional acreditation association standards writing teams/groups.

9. ASSL translates Information Power description of school library media specialist into one-page job description that is widely distributed to national, state, and local administrators.

10. School library media specialists exchange mission statements and "what works" in newsletter format.

11. School library media specialists make teachers library literate and comfortable with library program (teachers must be motivated to want to use/choose to use the school library media program.

12. The local school library media center is viewed by the teacher and administrator as a source of information for them as well as for students.

B. Expand in-service opportunities with teachers, media specialists, administrators, parents, and other community members to be more aware and better understand the role of the media specialist and program and information literacy.

1. AASL develop a major public relations and marketing effort.

2. Get reps from all associations to grapple with the issues at state level as we haved one here.

3. Hire a public relations firm (such as one used by MacDonalds not a typical "academic" group.)

4. Develop video tapes that are slick and tell the story to each area/discipline specifically. These are showcase pieces from around the country that are intendend to entice not preach, encourage teachers to want to do it "our way" not "the way," and get parents excited about "this can happen in our school."

5. Work with other associations, e.g. presentations at state and national meetings, articles in journals such as the theme issue promised by NASSP that include suggested library media center related activities,
posters, brochures (52 Things the School Library Media Program Can Do For You, theClassroom Teacher).

6. Articles in school library media professional publications on state of the art of different areas of the curriculum and disciplines to help them understand where these folks are coming from and going.

7. Appropriate professional associations of administrators publish article on need for release time for teachers to learn about information literacy and school library media specialists to implement it.

8. Get local newspapers and other mass media to do positive stories on information literacy/management.

9. Relate information literacy/management to the economic health of the local community, nation, individual.

C. Make adequate funds available and develop processes for assertive programmatic distribution.

1. Establish RFP/grant proposal systems for local initiative.

Group III: The Way Schools Are Administered

A. Recommend that superintendents and principals reach out to the community to gain support for, and to implement, information literacy.

1. Students should have access to learning resources beyond school walls.

2. Business community should be involved with the information literacy program.

3. Schools should participate actively in automated networks and resource sharing.

4. School learning resources should be available beyond normal school hours, and should be coordinated with academic and public libraries.

B. Recommend that superintendents and principals create a vision about information literacy.

1. Demonstrate persistence and personal commitment through development of their own staff.

2. Create awareness of the need for change through:

    a. visiting the schools
    b. reading
    c. encouraging on-going dialogues
    d. building possible scenarios

3. Incorporate concept of Information Literacy into district or building mission statements.

4. Articulate what students should be able to do when they graduate.

5. Sell the vision of Information Literacy to key constituencies, including parents, the business community, etc.
6. Create staff development programs that:

    a. are practical models
    b. identify experts
    c. address control/fear factors

7. Ensure equal access to professional instruction in Information Literacy.

8. Encourage site-based shared decision-making.

C. Recommend that superintendents and principals build motivation for Information Literacy activities and teaching.

1. Offer incentives such as:

    a. publicly recognize/reward behavior.
    b. help teachers understand what's in it for them.
    c. reward and protect risk-takers at all levels.

2. Insist that school library media specialists serve on all restructuring and curriculum committees.

3. Encourage a common planning period for all school library media specialists and teachers.

4. Regularly evaluate teacher's use of learning resources.

5. Provide dollars to promote Information Literacy projects.

6. Build broad-based involvement in mission statement development and implementation (Don't wait for everyone to be on board!)

7. Mentor teachers and student teachers.

D. Recommend that superintendents and principals develop new ways of assessing learning outcomes.

1. Revamp assessment to match articulation of what students should be able to do when they graduate.

E. Recommend that superintendents and principals influence the learning environment:

1. Hire staff that share the Information Literacy vision.

2. Evaluate teachers and school library media specialists on the basis of:

a. extent to which their objectives and professional growth plans reflect commitment to Information Literacy.

3. Establish shared school expectations and standards.

4. Promote resource-based learning.

5. Establish a school structure that fosters the development of resource-based learning.

6. Ensure the availability of adequate information technology and resources.

7. Encourage inter-disciplinary teaching and learning.

IV: The Way Schools Are Funded

Policy Recommendations

A. That a philosophical commitment to Information Literacy as a new principle of learning be made by teachers, school administrators and library media specialists.

B. Just as our nation provides entitlement to all persons in nutrition, health, old age and survivors'assistance and other services, the nation must offer the entitlement Information Literacy for persons of all ages, at least through the level of high school graduation and for adults who have not attained or do not maintain that level of knowledge and skills.

C. That Information Literacy can be equitably provided only if an adequate foundation program is availablefor students in all schools, no matter what their location or circumstance. Information Literacy is therefore related to the provision of such equity across the nation. This places obligations on all levels of government for financial support.

D. That the major funding for Information Literacy at this stage be devoted to support transitions from current operations. Assuming such change activities are effective, the continuing objectives for Information Literacy should be met through the regular financing of education, without permanent earmarking of funds for Information Literacy.

E. That new provisions be developed for existing and future educational programs to encourage cooperative projects between schools and public libraries in order to assist in the attainment of Information Literacy objectives.

Program Initiatives

A. To accomplish the implementation of Information Literacy in all schools together with the provision of foundation resources, there must be special attention to and funding for the change necessary to move from the current status to the assurance of Information Literacy.

B. This requires that at each governmental level, there must be (1) direct statement of policy to achieve Information Literacy and (2) appropriate levels of funding to advance the policy.

Federal Level Initiatives

C. At the Federal level, this means incorporating the policy direction in many Titles and Acts, including L.S.C.A., Vocational Education, J.T.P.A., Chapter I, and others. Also, it means establishing Federal funding to support state and local school district initiatives to implement change for Information Literacy.

State Initiatives

D. At the State level, similar actions are needed by way of policy statements and the incorporation of the Information Literacy concept in State-funded programs and requirements. States should suggest initiatives for Information Literacy through grants to local education agencies.

These funds should be directed with priority towards those who are disadvantaged. The emphasis should be on strengthening human resources--particularly through staff development programs. Funds for technological change are also necessary.

Local Initiatives

E. At the local level, action for policy adoption and penetration of Information Literacy into all class rooms must be taken. Decisions to allocate resources to enable change are essential. Local initiatives to demonstrate Information Literacy should be funded by state and Federal programs.

F. Programs intended to stimulate Information Literacy at the local level should focus on staff development demonstration or model projects, research or Information Literacy programs for creating cooperative ventures between schools and public libraries.

Group V: School Library Media Programs

A. Establish accountability for developing students' abilities to use information.

1. Change standardized achievement tests so that higher-order thinking skills are included (SATs, ACT).

2. Change regional accrediting standards to include requirements for instructional programs and curricula which:

   a. develop students' abilities to use information.

   b. integrate library media personnel into the instructional process.

   c. broaden scope and range of resources.

3. Work with State education agencies, AACTE and NCATE to change standards for teacher education and certification to require that teachers demonstrate competency in helping students develop abilities to use information.

4. NCES (National Center for Education Statistics) develop with professional associations (e.g., AASL, AECT) instruments to measure adequacy of information literacy programs.

5. Fund research to measure the impact of library programs on teaching and learning.

B. Implement information literacy programs through an interdisciplinary process across the curriculum that stimulates creativity and encourages active learning.

1. Recommend that major textbook publishers incorporate the concept of resource-based learning in instructional materials.

2. Recommend that the content-related professional organizations and AASL develop process to include library media personnel in curriculum planning, and prepare curriculum guidelines which develop students' abilities to use information.

C. All students have equal access to information both within the school and beyond the school's collection.

1. Associations lobby jointly for incentive-funding at federal and state levels to ensure school participation in information networks.

2. Develop and disseminate information about model programs that provide equal access

3. Encourage private sector support for information technology and resources within schools.

Group VI: Additional Recommendations for Action

A. Encourage organizations represented at this conference to join the National Forum for Information Literacy.

B. Encourage associations of school administrators to offer continuing education workshops, seminars, etc. on resource-based learning.

C. Encourage school administrators' associations to:

1. Identify administrators who have successfully implemented resource-based learning programs;

2. Encourage replication of these programs;

3. Disseminate information about these programs;

4. Establish research and demonstration projects.

D. Encourage regional accreditation associations to reassess evaluation criteria for library media resources, staffing and use.

E. Recommend that programs that prepare administrators include information on resource-based learning in the curriculum, and that the accrediting agencies reflect this requirement in their criteria.

F. Recommend that library organizations like AASL provide on-going information about successful resource-based learning programs to other educational leaders.

Appendix B Participants in the Symposium

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Appendix C Organizations Invited

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American Association of School Administrators
American Federation of Teachers
American Vocational Association
Association for Childhood Education International
Association for Educational Communications and Technology
Association for Supervision and Curriculum Development
Association of School Business Officers, International
Chief Officers of State Library Agencies
Committee on Education and Labor, U.S. House of Representatives
Council of Chief State School Officers
International Reading Association
National Association for the Education of Young Children
National Association of Elementary School Principals
National Association of Independent Schools
National Association of Secondary School Principals
National Association of State Boards of Education
National Association of State Directors of Vocational Education
National Catholic Educational Association
National Council for Teachers of English
National Council for Teachers of Mathematics
National Council for the Social Studies
National Education Association
National Governors Association
National Network for Drop-Out Prevention
National Parent-Teachers Association
National School Boards Association
National School Public Relations Association
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